

THE SPELL-TO-WRITE

SPELLING
BOOKS

SUHRIE AND
KOEHLER

WORDS
COMMONLY
USED IN
WRITING

TEACHERS' MANUAL

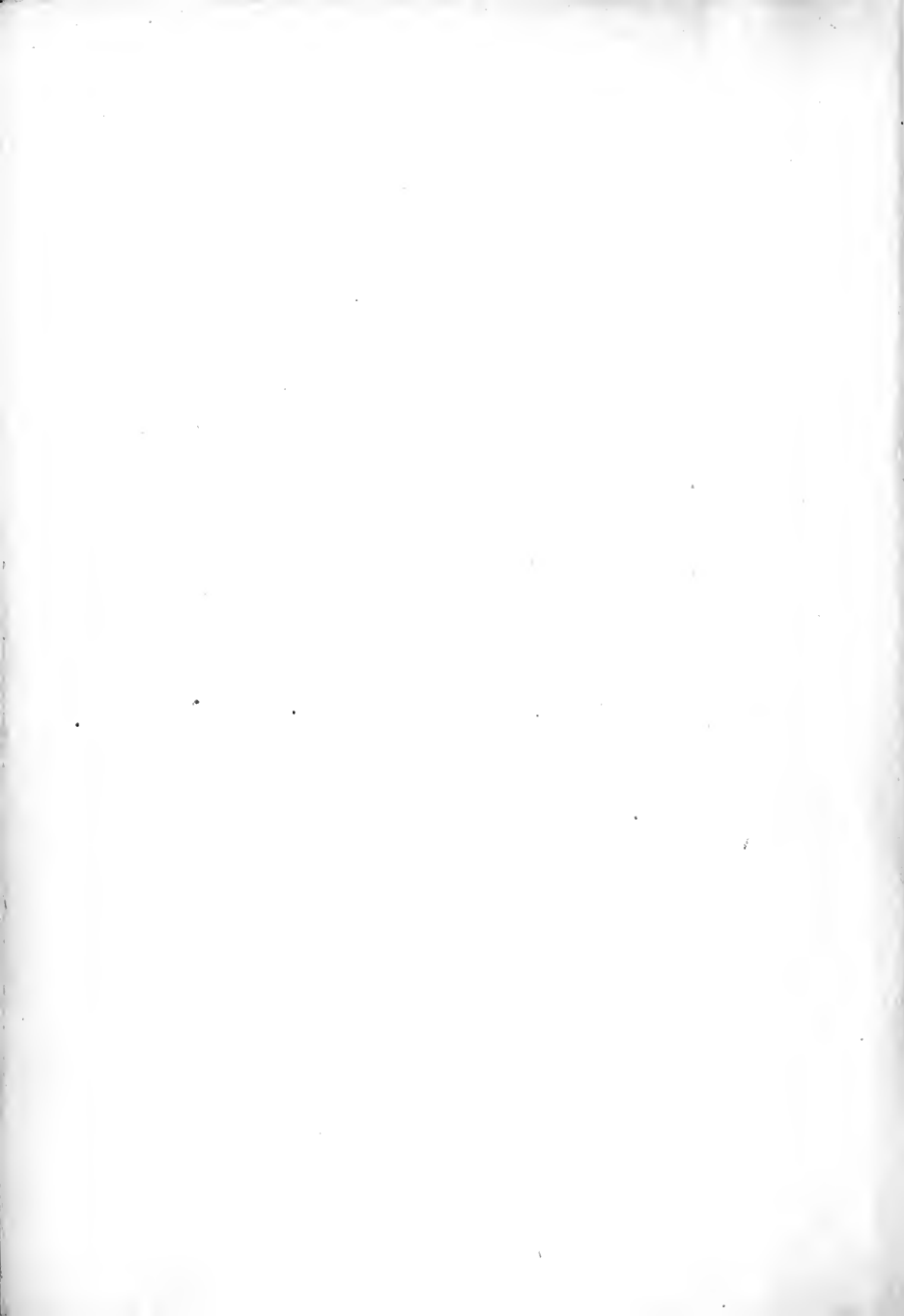


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THE
SPELL-TO-WRITE
SPELLING BOOKS

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ILLUSTRATED BY

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THAT HE WHO WRITES MAY SPELL

TEACHERS' MANUAL

THE JOHN C. WINSTON COMPANY
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TO
A. DUNCAN YOCUM
PROFESSOR OF RESEARCH AND PRACTICE
IN THE
GRADUATE DEPARTMENT OF EDUCATION
OF THE
UNIVERSITY OF PENNSYLVANIA
THIS BOOK
IS AFFECTIONATELY DEDICATED.

*TO MAKE THE TEACHER'S DAILY PREPARATION LESS DIFFICULT AND
MORE EFFECTIVE.*

FOREWORD

The aim of the authors in the preparation of this series of textbooks is expressed in the title—**The Spell-to-Write Spelling Books**. Generally speaking, a knowledge of spelling is necessary only in connection with the act of writing. In these books, therefore, the effort is made to insure the mastery of those words which are commonly used in writing.

Selection of Words. It is not intended that the words included in this series should provide an exhaustive vocabulary for any given individual. They do, however, make up a basal writing vocabulary which will meet the ordinary needs of most people. Their selection results from a comparative analysis of available scientific studies relating to the writing vocabularies of both children and adults. The introduction of each word has been determined by the application of two fundamental principles: (1) present need for the word on the part of the pupil, and (2) probability of continued use of the word by the pupil *in writing*. Words limited in their use to the reading or to the hearing vocabularies of most individuals are omitted. Definite provision, however, is made for the training of each pupil in a method for acquiring the correct spelling of the words which he individually needs in his writing but which are not included in a basal writing vocabulary.

Gradation of Words. In so far as possible, words are introduced in anticipation of the child's immediate writing needs, and in the associations in which he naturally comes to use them in spontaneous or in well motivated written work.

Review of Words. Adequate provision is made for the review of all words which present spelling difficulties. Some words present no difficulties and therefore require comparatively little attention. Others need frequent repetition and drill. These

words are made to recur in the text at intervals of increasing length, and with a frequency which bears a somewhat definite ratio to their relative difficulty. In order to ascertain the relative difficulty of the words in this basal vocabulary, a prolonged and somewhat exhaustive investigation was made of the comparative frequency with which these words were misspelled by many thousands of school children in their written work.

Illustrations. For the purpose of stimulating children in the development of their writing vocabularies, a great number of attractive illustrations have been included. They provide familiar topics for informal discussion in the earlier years and for written composition as soon as writing becomes part of the child's school activity. The words and phrases associated with the pictures will help the children to tell the stories in idiomatic English. Such exercises, properly motivated, become the basis of letter writing and other spontaneous written composition and tend to fix the correct spelling of new and difficult words by their natural and frequent use *in writing*.

Typography. The fundamental importance of conserving the eyesight of school children has led to the selection of much larger type than is ordinarily used in textbooks. The spaces also are wider than in most books for children. Eye-strain is thus reduced and the correct visualization of letters and word forms is made more certain. The typographical standards maintained throughout the series fully meet those set up by the American School Hygiene Association.*

A Method of Study. At the beginning of each year the student is given a method for study suited to his grade. Throughout the series there is a cumulative recurrence of suggestions and

* In this connection the following statement to the authors from Dr. William H. Burnham, Chairman of the American School Hygiene Association Committee on the Standardization of School Books, is of interest:

"The need of larger type in books for the lower grades is not a matter of opinion. It is important that possible eye-strain be avoided in case of all children. Furthermore, in the early grades a large percentage of the children have undeveloped or hyperopic eyes. On account of the shortness of their arms, it is not possible for some of these children to hold the book as far away from the eyes as would be necessary to enable them to read normally without special accommodation. In such cases great eye-strain results."

directions for independent study. These suggestions aim to help each pupil:

- (1) To diagnose his spelling difficulties.
- (2) To search for associations to fix the correct spelling of difficult words.
- (3) To review words with a frequency which corresponds to the degree of their difficulty *for him*.
- (4) To make effective use of the dictionary.
- (5) To acquire a method for learning to spell new words as he comes to need them in his writing, either while in school or after leaving school.

Throughout the series the pupil is given definite help in the formation of habits of study which are economical and effective.

Manual for Teachers. The handbook for teachers presents (1) a simple statement of the principles of teaching which may be applied in preventing and in correcting faulty spelling, (2) a method for teaching spelling lessons in the several grades, and (3) definite help in the teaching of words which present special difficulties.

All words in any given lesson in the text are reproduced under a corresponding lesson number in the Manual. Upon the initial appearance of each word in the text, its pronunciation and syllabication are given in the Manual. The special difficulties of many of these words are indicated by boldface type. This diagnosis of words is the result of an investigation made with the cooperation of teachers in more than a thousand schools, urban and rural, widely distributed throughout the country. Many thousands of misspellings were collected and classified as to (1) the grade in which they occurred, (2) the variations in form, and (3) the probable causes. Upon the introduction of each of the more troublesome words into the spelling text, there are given in the Manual suggestions concerning preventive and corrective treatment.

For some years past, leading educators have urged the preparation of a manual for teachers in accordance with the foregoing principles. The statement of principles applicable in

the teaching of spelling, the type lessons suggested for the several grades, and the cautions and suggestions associated with individual words should tend to make the teacher's daily preparation less difficult and more effective.

The Spell-to-Write Spelling Books are the result of years of research in the university seminar and of experimentation in the elementary school as a laboratory. The Manual has been prepared in response to the universal call of teachers for definite help in the teaching of spelling.

AMBROSE L. SUHRIE.

ROBERT PHILIP KOEHLER.

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They desire to express their appreciation to Rebecca Coffin, Acting Principal of the Elementary Department of the Lincoln School of Teachers College; to Doris T. Wright, Teacher of English in the William Penn High School, Philadelphia; to Edwin W. Adams, District Superintendent of Schools, Philadelphia; to Robert C. Shaw, Superintendent of Schools, Westmoreland County, Pennsylvania; to Orson W. Ryan, Superintendent of Schools, Carbon County, Utah; to Eleanor Lally of the Department of English in the Cleveland School of Education; to Inez Lawless, Principal of the Observation Department of the Cleveland School of Education; and to Helen Brett, Demonstration Teacher in the same department, who have given valuable assistance in the collection and preparation of material presented in the texts and manual; and to Garry C. Myers, of the Department of

Psychology, Lester Black, of the Department of Education, Ida M. Deighton, Principal of the Bolton Training Department, and Katharine C. McCarty, Supervisor of Training in the same department, of the Cleveland School of Education; to Fannie W. Dunn of the Department of Elementary Education, and Mabel Carney of the Department of Rural Education, Teachers College, Columbia University; to Stanley S. Swartley of the Department of English, Allegheny College; to Finley M. K. Foster of the Department of English, Delaware College; to Carl W. Aretz, Supervising Principal, Rutledge Elementary School, Philadelphia; to H. H. Ryan, Principal Ben Blewett Junior High School, St. Louis; to Francis N. Maxfield, Director of the Division of Psychology, and Orton C. Lowe, Director of the Division of English, in the Pennsylvania State Department of Public Instruction; to Charles H. Fisher, Principal of the Bloomsburg State Normal School, and to Roxanna Steele, Head of the Training Department, in the same school; to Clarence D. Stratton, Director of English, Cleveland Public Schools; to May McKittrick, Head of the Department of English, East Technical High School, Cleveland; to James F. Hosic, Department of Education, Teachers College, Columbia University; to Mary E. Pennell, Assistant Superintendent of Schools, Kansas City; to Frank P. Graves, President of the University of the State of New York; to Florence E. Bamberger, Department of Education, Johns Hopkins University; to Henry Holmes, Department of Education, Harvard University; to Frank E. Spaulding and to George S. Counts, Department of Education, Yale University; to Harry G. Paul, Department of English, University of Illinois; to Leonard P. Ayres, Secretary of the Cleveland Foundation; to Frank W. Ballou, Superintendent of Schools, Washington, D. C.; to William D. Lewis, Deputy State Superintendent of Public Instruction, Pennsylvania; and to John W. Withers, Dean of the School of Education, New York University, for a critical reading of proofs of the Manual.

CONTENTS

CHAPTER	PAGE
I. TWO PROBLEMS IN SPELLING.....	1
II. WHAT WORDS SHALL WE TEACH?.....	2
III. PSYCHOLOGICAL BASIS OF SPELLING METHOD.....	7
IV. PRINCIPLES OF SPELLING INSTRUCTION.....	15
V. SPECIFIC HELP TO TEACHERS.....	23
SUPERVISION OF STUDY AND REVIEW.....	23
METHOD OF STUDY FOR PUPILS.....	23
USE OF THE SPELLING POCKET.....	24
DEVELOPMENT OF A SPELLING CONSCIENCE....	24
PREPARATION AND CONDUCT OF LESSONS.....	25
SUGGESTED LESSON PLANS AND INDIVIDUAL LESSON	
HELPS.....	29
FIRST YEAR.....	31
SECOND YEAR.....	55
THIRD YEAR.....	103
FOURTH YEAR.....	153
FIFTH YEAR.....	203
SIXTH YEAR.....	251
SEVENTH YEAR.....	299
EIGHTH YEAR.....	351
VI. MEASUREMENT OF RESULTS IN SPELLING.....	406
AYRES MEASURING SCALE	
APPENDIX.....	407
SELECTIVE BIBLIOGRAPHY.....	407
EXERCISES IN USE OF DICTIONARY.....	408
PRONUNCIATION KEY.....	412
SAMPLE ERROR CARDS.....	415
JONES' ONE HUNDRED "SPELLING DEMONS"....	420
INDEX.....	421
TEACHER'S SPELLING POCKET (<i>Inside Back Cover</i>)	

TO THE TEACHER WHO USES THIS BOOK:

The preparation of this Manual as a digest of principles of spelling instruction and of successful class room practice has been made possible through the cooperation of thousands of teachers, urban and rural, in all sections of the country. Many of you who read this page have contributed directly to the formulation of these principles, or to the inductive identification of difficult words and their troublesome parts, or have suggested methods for teaching particular words which have been found to present especial difficulty.

If you have not had a part in the making of this teacher's handbook, you may nevertheless add to its future usefulness and to the effectiveness of the helps it aims to offer. A digest of this sort should never be regarded as finished. Revisions and additions must, from time to time, be made, as scientific investigation and successful practice point the way. The material improvement of this Manual in each subsequent edition will depend in a large measure upon the cooperation and constructive criticism of all of you who use it and the texts in the class room. For example, your method for teaching some especially difficult word or group of words might, if more widely known and used, mean economy of time to hundreds of teachers and thousands of pupils. In like manner you might profit by the successful experience of other teachers.

If you will communicate your suggestions to the authors, in care of the publishers, they will gladly continue to serve as a clearing house for suggestions tending toward the improvement of spelling instruction.

Gratefully and sincerely yours,

Ambrose C. Suhrie
Robert Philip Keller

CHAPTER I

TWO PROBLEMS IN SPELLING

Of all subjects taught in elementary schools, spelling has received the most widespread and persistent criticism with regard to the results achieved. This criticism has arisen in part from a common though erroneous impression that the instruction given in the schools of a generation ago universally produced good spellers,* and in part from the fact that many students of the present generation are unable, upon graduation, to spell the common words they have occasion to use in writing.

As a matter of fact there is conclusive evidence that good spelling is more prevalent to-day than it has been at any time in the past. Teachers everywhere have earnestly endeavored to improve the character of spelling instruction, with marked success. The fact, however, that many schools continue to graduate students who are unable to spell common words of frequent use in writing, prompts a careful consideration of the two major problems involved in spelling instruction, namely, (1) *the selection of words to be taught*, and (2) *the development of effective methods of teaching and of study*.

* See Riley, J. R., *The Springfield Tests, 1846-1905*, Springfield, Massachusetts (1914): pages 7-12.

CHAPTER II

WHAT WORDS SHALL WE TEACH?

The unabridged dictionary contains approximately a half million words. Should we teach children to spell all of them? To do so would mean teaching 350 new words a day for eight years. Since we cannot teach the spelling of all words in the English language, obviously the first question of importance is, "What words shall we teach?" Its answer involves a consideration of the fundamental aims of spelling as a school subject. Why do we teach spelling? What is its purpose in the curriculum?

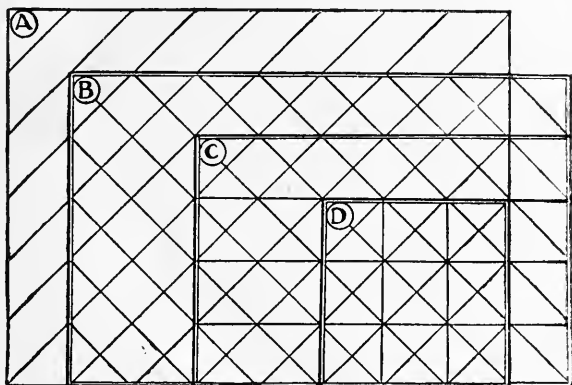
The Four Vocabularies

Intercommunication, which is necessary to existence itself, is possible only through language. In civilized society, language involves the use of words. In his experience with words, each literate individual develops at least four differing, though not mutually exclusive, vocabularies:

- (1) a hearing vocabulary,
- (2) a speaking vocabulary,
- (3) a reading vocabulary,
- (4) a writing vocabulary.

That is, there are words which he learns to recognize and to know the meaning of when he hears them spoken; these words make up his hearing vocabulary. There are words which he learns to use intelligently in speech; these words make up his speaking vocabulary. There are words which he learns to recognize when he sees them in print or in script; these words make up his reading vocabulary. Finally, there are words which he uses when he expresses his thoughts in writing; these words make up his writing vocabulary.

It is evident that these four vocabularies necessarily overlap. In many cases the same word may occur in all four groups. Most people, however, are able to recognize many words which they read or which they hear, but which they do not normally use in speaking or in writing. The following chart is intended to illustrate graphically the overlapping character of the four vocabularies of a typical literate adult and the relative number of words in each.*



GRAPHIC ILLUSTRATION OF THE OVERLAPPING CHARACTER OF (A) THE READING VOCABULARY, (B) THE HEARING VOCABULARY, (C) THE SPEAKING VOCABULARY, AND (D) THE WRITING VOCABULARY OF A TYPICAL LITERATE ADULT.

Most of us write much less frequently than we speak. In writing we address ourselves to a more limited number of people and we discuss a less varied range of subjects. Furthermore we do not, in spontaneous writing, use words which we have not previously heard, seen, or spoken. The writing vocabulary, therefore, naturally lags behind the others in its development and always remains the smallest of the four vocabulary groups.

* There undoubtedly is wide variation among individuals in the size relationship of these vocabularies. For example, the hearing vocabulary of a given individual may contain more words than his reading vocabulary. This size relationship will depend upon such factors as degree of literacy, amount and scope of reading, frequency of attendance at lectures, extent of contact with people, etc.

"THE FUTILITY OF SOME OF THE SPELLING GRIND"

Attempting to learn these

spectacle
legacy
lurid
buoyant
linear
aggrieve
superlative
romantic
obstinate

While misspelling these

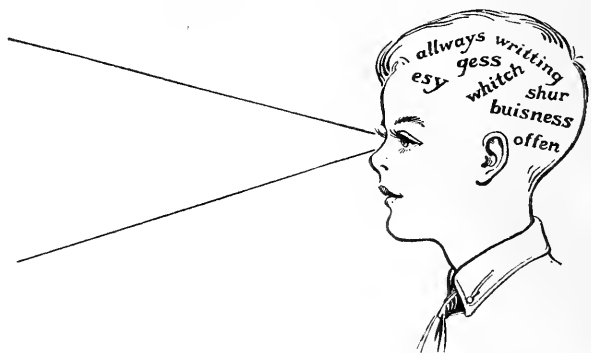


ILLUSTRATION ADAPTED FROM REPORT DES MOINES PUBLIC SCHOOLS
BY PERMISSION OF J. W. STUDEBAKER, SUPERINTENDENT

Spelling Is Necessary Only in Writing

For most individuals, the spelling of words is necessary in only one of these four vocabularies—the *writing vocabulary*. One may read a newspaper, a magazine, or a book, grasp the thought completely, and yet be unable to pass a spelling test made up of the words he has read. Or he may listen to a lecture and comprehend it fully without being able to spell the words which the speaker uses. Children and foreign-born adults may and frequently do learn to speak English perfectly without learning the names or the sequence of the letters in the words which they use. But when an individual writes, he should be able to spell the words he needs to use—the *words of his writing vocabulary*.

There are many other aspects of word study, each important in its proper place in the development of one or another of the four vocabularies; but the justification of spelling as a subject in the curriculum is its practical usefulness in written communication. Since its specific purpose is to give children tools with which they may express themselves *in writing*, spelling lists should contain words *for the writing vocabulary only*.

Words Commonly Used in Writing

The first noteworthy attempt to identify, for purposes of spelling instruction, the words which make up the writing vocabularies of adults was made in 1914 by Leonard P. Ayres.* Dr. Ayres collected 2000 personal and business letters and tabulated words occurring in them. His published results indicate

- (1) that a total of only 2001 different words was used;
- (2) that 10 words with their repetitions made up more than 25 per cent of the total number of running words;
- (3) that 50 words (49 of them monosyllables) with their repetitions made up more than 50 per cent of the total number of running words;
- (4) that 1000 words with their repetitions made up more than 90 per cent of the total number of running words.

This last group of words Dr. Ayres designates as the 1000 words most commonly used in writing.

In the same year W. Franklin Jones published at the University of South Dakota the results of an exhaustive study in the writing vocabularies of children.* From each of 1050 children distributed over four states, he collected 75 to 100 compositions and letters, written upon selected and varied subjects and averaging approximately 200 words in length. In more than 75,000 compositions totaling 15,000,000 running words, written by 1050 children, he found that 4532 different words were used.

The results of similar investigations have been reported by Frederick Burk, Cook and O'Shea, H. J. Smith, and others.

From all of these studies the evidence is conclusive that "*comparatively few words do most of our work when we write,*" and that the identification of a limited foundation vocabulary for spelling has become a possibility.

* See Selective Bibliography, p. 407.

A Basal Spelling Vocabulary

A comparative analysis of the results of the available scientific investigations of the writing vocabularies of children and adults indicates with considerable definiteness the words which go to make up a basal writing vocabulary. In the light of this analysis, the question which heads this chapter can be answered. *We should teach all children to spell the words of this basal writing vocabulary—words for which they will have assured use in writing.* The mastery of these words must be made definite and certain. Their correct spelling must become automatic.

Special and Individual Spelling Needs

It should not be inferred, on the other hand, that the mastery of a foundation writing vocabulary will meet all the spelling needs of all children and adults. The school must make further provision. Beyond this basal vocabulary, however, spelling needs are largely individual, and may vary widely, many of them also may be only temporary. Economic provision for meeting these special needs can not be made by overloading spelling lists for class or group study. Such needs *must be met* by training each pupil in an effective method for acquiring the correct spelling of additional words as he comes to need them while in school or after leaving school.

Such a spelling program consistently carried out will meet every demand which can reasonably be made upon the school.

CHAPTER III

PSYCHOLOGICAL BASIS OF SPELLING METHOD

The aim of spelling instruction is to assist the learner to develop the habits of spelling correctly in written form the words of his individual writing needs. The problem of spelling method is that of utilizing every possible suggestion which psychology can offer

- (1) to help the pupil to become letter perfect in the written spelling of all words which belong to a basal writing vocabulary, and
- (2) to insure his ready acquisition of such additional words as he may need to use in writing while in school and after leaving school.

Satisfactory results in spelling are not ordinarily achieved without teamwork between teachers and pupils. Successful teamwork involves active, intelligent cooperation and a working knowledge of the rules of the game. In this case, the rules of the game are those laws of learning which have direct bearing upon learning to spell.

How We Get Our Knowledge of Words

We get our knowledge of word forms through the senses. The child's first definite impressions of words come to him through the ear as "sound forms" or spoken words. If in this way he gains a sufficiently distinct and persistent impression of any given word, the result is known as an "auditory image". This "image" may be recalled thereafter as "*the way the word sounds*".

When he learns to pronounce the same word, he gets another auditory image of it from hearing his own voice. In addition, he forms a new kind of impression of it through the movements

of his vocal organs. If this impression is reasonably well defined, the result is a "speech-motor image" of it. This "image" may be recalled thereafter as "*the way it feels to say the word*".

When he learns to read, he gets still another kind of impression of the same word. If this impression is sufficiently vivid, the result is a "visual image", and this mental picture of the word may be recalled thereafter as "*the way the word looks*".

As a result of one or more of these three types of impressions (auditory, speech-motor, and visual), he has probably gained enough familiarity with the word as a whole to recognize it by sound or by sight. Frequently, however, the composite of images which results from these three different types of impressions is not sufficiently definite to enable him to write the word correctly or to recognize a given spelling of it as correct or incorrect.

This stage of progress in the knowledge of certain words or word forms is normally reached by children about the middle of the first year in school if reading has been taught by a word method or by a sentence method

How We Learn to Spell

When the pupil begins to write—and not until then—the actual need for spelling arises. His first step in learning to spell a word is the acquisition of definite images of its parts in relation to the word as a whole and of the sequence of its letters.

When he hears the word spelled orally, he may note the succession of letters, and form an auditory image of "*the way the letters sound when named in their correct order*". In like manner, when he names these letters in spelling the word, he may note their order, and form a speech-motor image of "*the way it feels to spell the word aloud*". When he looks at the word in printed or in written form, he may note the order of letters, and may form a visual image of its parts as syllables or as letters. In his efforts to learn to write the word correctly, he may make use of all the types of images and associations thus far gained in order to get the proper letters in their proper places. In actually writing the word, he begins the formation of a new type of image

—the “hand-motor image”—which he may recall as “*the way it feels to write the word*”.

In connection with any one or more of these four types of images (auditory, speech-motor, visual, and hand-motor), associations may be formed which will aid in spelling the word. In strengthening and reinforcing the composite of images to the point where it automatically controls the writing of the word, correctly spelled, no two individuals follow the same procedure. The method pursued by each depends upon his native tendencies and his acquired abilities in gaining lasting impressions.

Types of Learners

Some pupils are *eye-minded*; that is to say, they get their strongest impressions through their eyes; it is most natural for them to analyze a word by sight—to *look* at the order of its letters, to try to recall “the way the word looks” and to attempt to write it as it appears to the eye. Those who get in this way their controlling images of the order of letters are called “*visualizers*”.

Other pupils are *ear-minded*; that is to say, they get their strongest impressions through their ears; it is most natural for them to analyze a word by sound—to *listen* to the order of its letters, to try to recall “the way the word sounds” when spelled aloud, and to attempt to write out the letters or letter combinations corresponding to the sounds of the word when it is spelled orally. Those who get in this way their controlling images of the order of letters are often called “*audiles*”.

Other pupils are *speech-motor-minded*; that is to say, it is most natural for them to analyze a word into elements which they can associate with movements of the vocal organs made in pronouncing the letters or syllables. While making serious efforts to master a word, they consciously or unconsciously move the lips and other vocal organs. These movements are made in an attempt to establish an association between the order of letters and the motor sensations resulting from spelling them out. Those who get in this way their controlling images of the order of letters may be called “*speech-motiles*”.

There are still others who may be classed as *hand-motor-minded*; that is to say, it is most natural for them to analyze a word into the muscular movements made in writing it. While engaged in an effort to get a complete and correct mental picture or image of the order of its letters, they trace with pen or pencil or with finger or hand the movements involved in writing these letters in order. They do this, consciously or unconsciously, to form an association between "the way the word looks" or "the way it sounds" and "the way you write it". Those who get in this way their controlling images of the order of letters may be called "*hand-motiles*".

Although it is probably true that most individuals get their strongest impressions of word forms through some one or other of these four sense avenues, it is nevertheless a mistake to assume that all pupils may be classified rigidly as eye-minded, ear-minded, speech-motor-minded, or hand-motor-minded types. In the first place, a type of imagery which predominates at one time may later give way to another type. Furthermore, it is probable that some children get equally strong impressions through two or more sense avenues. Most children, moreover, are able to get helpful impressions at any period through all of the sense avenues. Effective instruction, therefore, involves the most varied possible sensory appeal.*

** Indirect Tests for Discovering Individual Method of Learning and Illustrating the Importance of Cumulative and Varied Sensory Impressions.*

(Suggested in part by Binet.)

(1) Display or uncover, one at a time for two seconds each, a list of ten simple words. Then have each member of the group write the words he is able to recall. (2) Pronounce ten other simple words at intervals of two seconds. Have each member of the group write the words he is able to recall from the list. (3) Display or uncover, one at a time for two seconds each, ten additional simple words. Pronounce each word at the time when it is displayed and have the members of the group repeat it in concert, tracing out each letter with finger or hand. At the end of this exercise have each member write the words he remembers from this list.

Find out from each the number of words he was able to remember in each test. Pupils who make higher scores in (1) than in (2) are probably visualizers; pupils who make higher scores in (2) than in (1) are probably audiles; higher scores in (3) than in (1) or (2) suggest the influence of the motor factor, and illustrate the importance of cumulative and varied sensory impressions.

Two or three days later have each member of the group write as many of the thirty words as he can recall. Check each list with the three original lists. If the tests have been carefully

The Steps in Learning to Spell a Word

Psychologists generally agree that there are three steps in learning to spell a word: (1) A clear impression of the word and of the sequence of its letters is gained. (2) Associations are formed which will aid in recalling this sequence of letters in relation to the word. (3) Actual writing of the word, accompanied by the conscious recall of its image and its associations is practiced. These three processes may be analyzed as follows:

(1) Gaining Clear Impressions

A clear impression or image of any word must be gained by the learner *for himself*, although the teacher may assist him in securing it. The word may be presented by the teacher or studied by the pupil in its heard or in its printed or its written form. It may also be spoken by the learner. Pronouncing the word carefully and accurately, and spelling it orally give assistance. Visualizing the word and recalling its sound help to intensify the impression. This impression may be still further strengthened by the act of writing the word.

(2) Forming Helpful Associations

Associations which aid in recalling the image of the word are directly helpful to the learner only to the extent that he establishes them *for himself*. The teacher, however, or other learners, may assist him by suggesting associations or by directing his search for them. These associations may be (a) auditory, (b) speech-motor, (c) visual, or (d) hand-motor. Associations may also be formed which are combinations of two or more of these four types, or which are combinations of any one or more of them with the meaning of the word.

(a) *How to form auditory associations.* To form auditory associations, the sound of the word and of its parts must be carefully noted as the word is pronounced or spelled orally. An effort may be made to identify or to contrast sounds in this

conducted, the results will provide an occasion for an impressive lesson on the value of cumulative and varied sensory impressions in the learning process.

word with sounds of a word or words previously learned. Sometimes a meaning may be attached to the sound of the word, or to the sound of any one of its parts.

(b) *How to form speech-motor associations.* Speech-motor associations helpful in spelling are less consciously formed than are some of the other types. To form them, the movements of the vocal organs involved in pronouncing the word or in spelling it orally are consciously or unconsciously identified with movements involved in the pronunciation or in the oral spelling of similar words previously learned, as in the case of words of the same phonic family. For example, if *bright* is learned after *light*, the movements involved in spelling orally the *ight* part of the new word may readily be identified with the movements involved in spelling the similar part of the word previously learned.

(c) *How to form visual associations.* For many pupils, especially after they have learned to read, visual associations valuable in spelling are more readily and more consciously formed than are any others. To form visual associations, the appearance of the printed or written symbol of the word must be carefully noted, with respect to the word as a whole, its syllables, and its letters. An attempt may then be made to identify (or to contrast) the word or any of its elements with a word or word element previously learned, as for example, *piece* with *pie*, *business* with *sin*, *believe* with *lie*.

(d) *How to form hand-motor associations.* Hand-motor associations, like speech-motor associations, are less consciously formed than are auditory and visual associations. Hand-motor associations, however, when formed, are strongly controlling, for they operate directly in the writing of the word. To form them, the movements involved in writing the word are consciously or unconsciously identified with the movements involved in writing identical parts of words previously learned. They operate not only to control written form, as suggested above, but also to speed up the act of writing the word.

The detailed steps in the processes here given probably are not all taken by each member of any group of children in forming

associations for any particular word, nor by any one of them in forming associations for all the words in a given list. These steps are not necessarily taken in any given order and those taken consciously by most students are probably few in number. There is, however, a more or less conscious attempt to analyze word forms into unit elements and to associate them—that is, to hear the sounds in order, or to see how the letters are placed, or to feel the succession of speech-motor or hand-motor movements involved respectively in pronouncing the letters or in writing the word. These associations, once formed by any individual for any given word, definitely assist him in recalling the image of the word and in actually writing the word.

(3) *Establishing Habits through Practice*

Actual practice in writing the word and at the same time recalling its image and its associations constitutes the final step in learning to spell the word. Attentive repetition at intervals of increasing length will in due time make the correct writing of the word habitual. Long continued practice in the use of the word in actual letter writing, composition, note taking, etc., will finally make its correct reproduction in writing completely automatic. This is the ultimate goal of spelling instruction.

The amount, the character and the distribution of effort will be determined for each pupil by his habits of study, his native capacity for retention, the relative difficulty of individual words, and other factors. However these conditions may vary, one thing is certain: *No one may be sure that he has permanently mastered a given word until for a considerable period of time he has been able to write the word correctly in context without conscious attention to the order of its letters.*

Correcting Habits of Faulty Spelling

The process of correcting the habit of misspelling any word is not fundamentally different from the process of learning to spell a new word. The same laws of learning obtain. The problem, however, is complicated by the necessity for breaking

down the habit already formed. The new habit of spelling the word correctly must supplant the old habit of spelling it incorrectly and must itself become established: (1) A new and correct impression or word image must be acquired. (2) New and more adequate associations must be formed and must be recalled again and again until they become more controlling than the old incorrect associations. (3) Attentive drill and practice in using the word *in writing* must be continued until the habit-of-writing-the-word-correctly-spelled has become automatic.

Habit Formation through Spelling Method

Since good spelling can be achieved only by the formation of hundreds of specific associations and habits, the mastery of any chosen list of words, by any group of children, with the minimum investment of time and effort is chiefly dependent upon the skill with which the teacher leads them to utilize all the psychological factors involved in the learning process.

CHAPTER IV

PRINCIPLES OF SPELLING INSTRUCTION

This chapter contains a formulation of the more important principles or laws of learning, with statements of their specific application in teaching and in learning to spell. They are numbered for cross reference in Chapter V. Since these principles have equal value for pupils and teachers, in the introduction to each year's work in the text and at many places throughout each of the books of the series, pupils are given pointed suggestions concerning the operation of these laws in the learning process. The development of effective methods of teaching and of study calls for their intelligent and persistent application.

Necessity for Real Teaching

§ 1. Words must be *taught*, not simply assigned for study and then pronounced by the teacher in formal (and perfunctory) tests.

Definite and Correct Impressions

§ 2. The first step in learning to spell a word is to get a clear and definite sensory impression of it.

§ 3. There are four simple types of mental images of words: auditory, speech-motor, visual, and hand-motor. Two or more of these images may reinforce one another in forming a composite of images of the word, helpful in learning to spell it. (See *Types of Learners*, page 9.)

§ 4. Since the first definite impression of the spelling of a word tends to persist, it is important that this first impression be of the correct form of the word.

Prevention of Errors through Elimination of Guessing

§ 5. Any spelling or writing exercise which involves the necessity for guessing at unfamiliar words may result in incorrect spelling. Such incorrect spellings tend to persist. (See *Oral Spelling Contests*, § 49.)

§ 6. Encourage pupils below the fourth year to ask how to spell any difficult words which they may need to use in writing. Place such words on the blackboard so that they may be copied if needed. Train pupils in the fourth year and above to consult the dictionary when in doubt as to the correct spelling of a word. (See Appendix, EXERCISES IN THE USE OF THE DICTIONARY.)

§ 7. The probable need of pupils for certain new or difficult words in connection with any given written exercise (other than the spelling test) may often be foreseen. Such words should be written on the blackboard, immediately in advance, in order that they may be copied, if needed.

§ 8. In the lower grades, a preliminary test given to determine the degree or the kind of difficulty which certain words present, involves random guessing. It is therefore an unsafe practice to conduct such tests frequently in these grades. (For preliminary tests in the upper grades, see § 35.)

Spelling and Meaning of Words

§ 9. It is uneconomical to attempt to teach the spelling of a word before its meaning and use have been learned.

§ 10. The most effective method for fixing the meaning of words is their use in phrases or sentences; dictionary definitions are necessarily formal and frequently are beyond the comprehension of children.

Homonyms

§ 11. Words which are pronounced alike but which differ in spelling, in meaning, and in use (for example, *there* and *their*) should not be taught for the first time in the same lesson. The initial presentation of two or more homonyms in the same lesson usually results in confusion. (For correcting misuse of homonyms, see § 41.)

§ 12. Homonyms should always be taught and reviewed in context. They are for the most part not inherently difficult to spell but are difficult to associate with their proper use. The correct associations for such words can best be established by practice in writing them in phrases and sentences. (See Lesson 316.)

Spelling and Pronunciation of Words

§ 13. Correct pronunciation—both heard and practiced—with distinct enunciation of syllables is, in the case of many words, an aid in learning to spell them.

§ 14. Much faulty spelling is due to mispronunciation. Have pupils pronounce each word distinctly, but without exaggeration, before they attempt to spell it orally.

§ 15. Phonetic grouping of words is an aid in learning to spell. (See *Partial Lesson Plan A* on page 34.)

Syllabication in Spelling

§ 16. Since children cannot ordinarily recognize the order of more than three to five letters at a single glance, in teaching a word it is well to indicate in some fashion its syllables. This should be done in such a way as not to impair the image of the word as a whole. (See *Suggested Lesson Plan A* on page 32.)

§ 17. Frequent drill upon the syllabication of common words is profitable as a means of teaching pupils where such words may be divided when necessary at the end of a line.

Utilizing All Possible Sensory Avenues

§ 18. In teaching words, it is desirable to make the widest possible sensory appeal. This appeal should include

- (a) oral spelling for “audiles” and speech-motor types;
- (b) study of the word in printed or in written form for “visualizers”;
- (c) written spelling for all types, after pupils have learned to write.

(See *Suggested Lesson Plan A*, page 32.)

§ 19. Since children, before they learn to read and write, get their entire knowledge of words as words through auditory

and speech-motor impressions, their facility for thus gaining definite impressions should be utilized. Oral spelling *as a means to an end* is justifiable, therefore, with younger pupils. With older pupils, emphasis should be placed upon the study of written or printed forms (visual method) and upon actual writing of the word (hand-motor method).

§ 20. In the case of phonetic words, auditory and speech-motor methods of drill (that is, oral spelling) have certain advantages; in the case of non-phonetic words, the visual method of drill (study of written and printed forms) is advisable. In the case of all difficult words, the hand-motor method of drill is essential in establishing habits of correct written spelling.

§ 21. No single method is all-sufficient for any one individual. Since each additional image tends to reinforce the others, the utilization of all types of word imagery (auditory, speech-motor, visual, and hand-motor) is desirable. (See page 10.)

Danger in Oral Spelling

§ 22. In oral spelling drill, care must be taken by the teacher to control the correctness of form. Every misspelling has the effect of a drill upon a wrong form of the word misspelled. (See *Suggested Lesson Plan A*, page 32. See also *Oral Spelling Contests*, § 49.)

Difficult Words and Troublesome Parts

§ 23. The relative difficulty of words should determine the distribution of time and effort in teaching and study. Give major attention to words which present real difficulty. (See § 42 and § 43.)

§ 24. The emphasis in teaching, study and review of hard words should be upon the parts which present greatest difficulty. (See treatment of *separate*, Lesson 416.)

§ 25. Silent letters should be emphasized in oral and written spelling. (See treatment of *wrong*, Lesson 62.)

§ 26. The analysis of a troublesome word for the purpose of discovering its specific difficulty or difficulties is an important step in learning to spell the word.

§ 27. The identification of the troublesome part or parts of a difficult word by the pupil, the formation of helpful associations for the sequence of its letters, and attentive drill will, in due time, establish for him the habit of spelling the word correctly.

Forming Helpful Associations

§ 28. The search for associations to fix the correct spelling of troublesome words is always a profitable exercise for teacher and pupil. (See *orchard*, Lesson 675.)

§ 29. Interest in spelling may be aroused and sustained by making every difficult word a class problem in the search for associations which may prove helpful to individuals in establishing for each the correct order of letters.

Reviewing Words

§ 30. Review, in order to be effective, must be accompanied by active attention on the part of the learner.

§ 31. Reviews of words which present any real difficulties should be frequent and should be continued over a considerable period of time, at intervals of increasing length.

§ 32. Each individual pupil should review any given word with a frequency which corresponds to the degree of difficulty of that word *for him*.

Testing Spelling and Checking Errors

§ 33. The class test (following instruction, group study, or independent study) should be, whenever possible, a dictation exercise composed of sentences or phrases containing the test words. Such exercises will tend to make the correct written spelling of words in context more nearly automatic.

§ 34. The purpose of a review test should be to help the pupil to ascertain the degree of his retention of words, and to provide for him additional drill in spelling them in written context.

§ 35. In the upper grades where corrective work is often necessary, a preliminary test may furnish an indication of bad

spelling habits and a basis for the proper diagnosis of the difficulty of particular words for individual pupils. (See § 8.)

§ 36. Each pupil may benefit greatly by the exercise of checking his own spelling paper, if he understands that the exercise is conducted for the express purpose of helping him to discover his mistakes so that he may correct them, and not for the purpose of determining his class mark or grade. (See page 205.)

§ 37. Above the fourth year, an expeditious method of checking spelling papers is that of having the words spelled orally to the class by the teacher or by some pupil whose paper is letter perfect. Each word should be pronounced distinctly and spelled slowly by syllables. (See *Suggested Lesson Plan E*, page 204.)

(If pupils understand that they are not competing with one another and that they will not be given a class grade on the exercise, their honesty as well as their accuracy may, for the most part, be relied upon. Occasionally the teacher should check up on the accuracy factor.)

§ 38. The exchange of spelling papers in class for the purpose of checking is an unsafe practice. It involves danger in that a pupil whose image of the correct form of a word is not yet well defined may be confused by seeing the word misspelled. The same danger arises when children are sent to the blackboard to write words or sentences from dictation, if the attention of the class is directed, intentionally or unintentionally, to the misspelling of any word.

Spelling Errors and Their Correction

§ 39. Spelling errors may be divided roughly into two classes: (1) chance errors, resulting from carelessness or "slips of the pen", and (2) errors resulting from incorrect sensory impressions and faulty word images. Errors of the first class can be prevented or corrected by the maintenance of high standards in all written work; errors of the second class should receive specific corrective treatment—re-presentation, additional study and adequate review. (See *Development of a Spelling Conscience*, page 24, and *Correcting Habits of Faulty Spelling*, page 13.)

§ 40. Checking pupils' spelling papers is not correcting their spelling errors. Checking only discovers errors. The actual correction of an error may be accomplished only by the individual who misspelled the word. One can correct only one's own errors or habits, not those of another. *Correction involves the formation of new spelling habits through effective teaching and independent study and review.*

§ 41. In the case of students in the upper grades who have formed wrong associations for certain homonyms, correct associations may be established by contrasting such words as to their use and drilling upon them in written context. (See § 11 and § 12.)

§ 42. Each pupil should keep an individual list of all common words which he has misspelled or which have been unusually difficult for him to learn. He should review these words again and again until he has surely mastered them. As soon as he has mastered any word, he should strike it off the list. (See *Use of the Spelling Pocket*, page 24.)

§ 43. Common words of such inherent difficulty as to be misspelled persistently by many pupils, should be placed by the teacher on a list of "spelling demons". Ample time should be given to the search for helpful associations and to the drill necessary to establish the correct spelling of each. (See page 24.)

Perfunctory Rewriting of Words

§ 44. The perfunctory rewriting of a word any number of times not only is a waste of effort, but is positively injurious to good spelling habits. *Mere repetition, in any form, without active attention is mental dissipation.*

Interest in Spelling and Vocabulary Development

§ 45. Concentration of effort in learning to spell a word or a group of words can best be secured by providing some real incentive, such as an immediate need to use the word or words in writing, or by arousing in each pupil the desire to surpass his own previous spelling record.

§ 46. Cheating in spelling tests may be largely eliminated

by having each pupil compete with his own previous spelling record rather than with other pupils.

§ 47. Words recently studied may profitably be used in writing letters and stories. Through such exercises children come to realize the practical value of learning to spell. More important still, opportunities are thus provided for fixing the correct spelling of words by their immediate and spontaneous use in writing.

Value of Pictures

§ 48. An attractive picture full of interest to children and telling a story which involves the use of words recently studied in spelling is a valuable basis for composition or letter writing. Three principal advantages accrue from the right use of such pictures: (a) Occasions are provided for the more or less spontaneous use of certain selected words. (b) Through the use of these words in writing, the habits of spelling them correctly tend to become established. (c) Through such practice, the words selected tend to become incorporated into the writing vocabularies of the pupils who use them. (See Lessons 200, 317, 778.)

Oral Spelling Contests

§ 49. Oral spelling contests have their chief value as a means of arousing interest. Their indiscriminate use is attended by great dangers. As an indication of ability to spell *in writing*, they are very unsatisfactory. Furthermore, the number of misspellings to which pupils are exposed in the course of such contests, with the mental confusion which results from these misspellings, may easily operate to undo the beneficial results of much previous study and review. (See § 5 and § 22.)

Spelling Rules

§ 50. Rules for spelling have almost no direct value. A few of them may have indirect value in calling the attention of pupils to the particular parts of words which present difficulty. Generally speaking, however the teacher may well avoid any reference to them.

CHAPTER V

SPECIFIC HELP TO TEACHERS

This chapter (together with such parts of other chapters as are specifically indicated by cross references) is intended to give direct help to teachers who use this book series. It contains definite suggestions for teaching children how to study spelling, for preparing and conducting particular lessons, and for teaching specific words which are troublesome.

Supervision of Study and Review

Since spelling habits are purely personal, each individual must acquire them by his own efforts. They can not be given to him by some one else. However, the formation of these habits can be directed and to a large extent controlled by skilful instruction. It is interesting to note that as pupils are taught *to study* spelling, the need *for instruction* in spelling decreases. A very great economy of time, therefore, results from teaching pupils how to study spelling.

Method of Study for Pupils. At the beginning of each year's work in the texts, the pupil is given a method for study suited to his grade. Throughout the series there is a cumulative recurrence of suggestions and directions for independent study. These suggestions aim to help each pupil

- (1) to diagnose his spelling difficulties;
- (2) to search for associations to fix the correct spelling of difficult words;
- (3) to review words with a frequency which corresponds to the degree of their difficulty *for him*;
- (4) to make effective use of the dictionary;

- (5) to acquire a method for learning to spell new words as he comes to need them in his writing, either while in school or after leaving school.

The success of the individual pupil in these five directions will depend chiefly upon the effectiveness with which the teacher reinforces these suggestions as they occur in the pupil's book.

Use of the Spelling Pocket. The spelling pocket which is pasted on the inside of the last cover of Books II, III, and IV is a device to which frequent reference is made in the texts. The teacher should endeavor to develop in every member of the class the definite habits

- (1) of entering on a list to be kept in his spelling pocket, every word he has misspelled in his spelling tests and in his ordinary writing;
- (2) of reviewing daily the words in this list;
- (3) of striking from the list the words which, by intelligent study and persistent review, he has completely mastered.

For the convenience of the teacher, a pocket has been similarly placed in this Manual. This pocket will serve as a carrier for the list of those words which are so persistently misspelled by pupils as to make frequent class review imperative. (See § 43.)

Development of a Spelling Conscience. One of six recommendations in regard to spelling instruction made by a special committee of the Iowa State Teachers' Association in 1915 follows: "Pupils should be trained not to allow themselves to leave a piece of written work until they *know* the spelling is correct." The development of this "spelling conscience" may be promoted by the teacher through

- (1) insistence upon careful and accurate written work; pupils must be given ample time to look over their written work before being required to hand it in;
- (2) recognition of and praise for written work which is free from spelling errors;
- (3) elimination, in so far as possible, of guessing at the spelling of words (see § 5, § 6 and § 7, Chapter IV);

- (4) training pupils to make adequate and timely use of the dictionary; and
- (5) provision for the keeping of personal lists of troublesome words for individual review and drill.

Preparation and Conduct of Lessons

Under this heading are given the directions and suggestions associated with each of the lessons in the complete book series. *The helps offered in this chapter are intended to be suggestive, not prescriptive.* Every teacher who uses this manual should continue to study independently all the factors of method which have possible application in the field of spelling instruction.

A brief explanation of the mechanics of organization and typing follows.

Lesson Numbers. Each numbered lesson in the book series is treated under a corresponding lesson number in this chapter.

New Words. Following the word **Teach** in each numbered lesson where it occurs, are given words introduced for the first time into the text. These new words are divided into syllables.* Their pronunciation is given in parenthesis.† Troublesome parts of many words are indicated. Suggestions are given for the specific treatment of many of these words.

Boldface Type. In the case of many difficult words in which troublesome parts are distinctly localized at the beginning or at the end (examples: *wrong, lamb, know*); or within the body of the word (examples: *separate, forenoon*); or in a given unfamiliar sequence of letters (examples: *straight, once*); and also in the case of certain difficult words in which there is a wrong tendency to double the single consonant (examples: *writing, rebel*); or to use a single consonant instead of the double (examples: *beginning,*

* This is done for the convenience of the teacher. Words should not be presented in this form to pupils. Such procedure would tend to give the pupil a faulty impression of the word as a whole.

† This is done also for the convenience of the teacher. The correct pronunciation of each word should be insisted upon regardless of whether it makes the spelling of the word in question easier or more difficult. The phonetic spellings of words, given in parenthesis, should not be referred to in the lower grades since such practice might result in some confusion in spelling.

misspell); also in the case of syllables in which there is a tendency to add a superfluous letter (example: *develop*) or to omit a letter (example: *turkey*), on the first appearance of the word in question, boldface type is used to indicate the principal difficulty or difficulties.*

Dictation Exercises. At many points throughout the *Individual Lesson Helps*, dictation exercises are given. These exercises are intended to suggest a type of drill or spelling test, which may at the discretion of the teacher be used in connection with each day's lesson, particularly with certain words which can best be learned by practice in writing them in context. In the lower grades such exercises are confined chiefly to phrases and short idiomatic sentences and occur in any lesson in which homonyms are introduced. In the upper grades, these exercises sometimes include whole paragraphs. (See Lesson 992, page 303.)

Key to Pronunciation. A partial key to pronunciation is printed at the bottom of each pair of opposite pages in the sections of the Manual devoted to lesson helps; a complete guide to pronunciation is given in the Appendix.

Review Words. Following the word **Review** in each numbered lesson where it occurs, is given a list of words in that lesson which have previously been introduced into the text. Those words in this list, which on their first occurrence, have been specifically treated in the Manual are, upon successive appearances in that year and generally upon initial appearances in succeeding years, followed by a numeral in parenthesis indicating the lesson number under which the treatment was suggested. These numbers will enable the teacher to consult the reference as a specific preparation for re-teaching and reviewing such words.

* It is obviously impossible to indicate in this way *all* the difficulties which call for preventive or corrective treatment. The word *superintendent* furnishes a good example. While there are two principal difficulties in this word which can be definitely identified,—namely, the *i* in the third syllable and the *e* in the last syllable,—there are also many other difficulties (due in large measure to faulty pronunciations and to the unusual length of the word) which account for scores of different ways of misspelling the word. The parts of words marked by the use of boldface type for the special attention of the teacher have been determined inductively by the examination of hundreds of misspellings of individual words so treated. See Spelling Error Cards, page 415, in the Appendix to this Manual.

Exercises in Use of Dictionary. Exercises in the use of the dictionary for children in the fourth year and above are given in the Appendix to this Manual. Numerous references to these drill exercises will be found in the *Individual Lesson Helps*.

Cross References to Chapter IV, the "Principles of Spelling Instruction," occur in many places in the treatment of lessons. These numerals are in all cases preceded by the section symbol (§); for example, "See § 31, Chapter IV," in Lesson 141 refers the teacher to the "principle" set forth in Section 31 in Chapter IV.

Pedagogical Precepts. Briefly stated applications of principles of teaching and laws of learning and practical suggestions to the teacher are printed in italics at the tops of many of the pages. These may or may not refer specifically to the teaching problems on the same page.

Testing Spelling and Checking Errors. On page 60 are given suggestions concerning the testing of spelling and the checking of errors in the lower grades, and on page 205 are given similar suggestions applicable to the work of the upper grades.

Suggested Lesson Plans and Individual Lesson Helps. The eight suggested lesson plans included in this Manual have been introduced in order at the beginning of each year's treatment of individual lessons. The individual lesson treatments are numbered consecutively, beginning with Lesson 1 in the first year, and concluding with Lesson 1350 in the eighth year.

*TO MAKE THE TEACHER'S DAILY PREPARATION LESS DIFFICULT AND
MORE EFFECTIVE.*

PREPARATION AND CONDUCT OF LESSONS

SUGGESTED LESSON PLANS

AND

INDIVIDUAL LESSON HELPS

These plans and directions are intended to be suggestive, not prescriptive.

INTRODUCTION TO FIRST YEAR—SECOND HALF

It is inadvisable to place spelling texts in the hands of children earlier than about the middle of the first year.

Give the pupils the most pleasing possible introduction to the use of their first book in spelling. Call attention to a few of the pictures. Read page 2 for them while they direct their attention to the picture on page 3.

Write the name of some member of the class on the blackboard and let the children "play spelling school". Ask them to choose some one to play the part of Mr. Rabbit as teacher. Ask Mr. Rabbit to tell the class how to learn to spell the name written on the board. Let him call on some one to take the three steps indicated in boldface type on page 2. In teaching the class to spell the name written on the blackboard, have "the teacher" (Mr. Rabbit) call on several others in turn to go through the steps.

Be sure to commend Mr. Rabbit as a good teacher and every pupil who has been able to follow his directions as a good student.

The teacher will observe that the spelling lesson plan suggested below is essentially a plan for supervising study in spelling. Considerable attention should be given in this grade to the matter of introducing pupils to right methods of study.

Reread letter on page xii.

Suggested Lesson Plan A

(For First Year—Second Half)

STEP I. TEACH SEPARATELY EACH NEW WORD IN THE LESSON:

(1) **Teacher writes the word on the blackboard and then pronounces it distinctly but without exaggeration. The word must not be presented with syllables separated by spaces or hyphens.*** Such procedure would tend to give the pupil a faulty impression of the word as a whole.

(2) **Pupils pronounce the word correctly several times.** The teacher may call upon several pupils in turn and then upon the group in concert.†

(3) **Pupils use the word orally in sentences.** The teacher may call upon several pupils in turn, until it becomes reasonably certain that all members of the class are familiar with the meaning and use of the word.

(4) **Teacher may indicate any troublesome part of the word** by tracing it in colored crayon, by underlining it, or by otherwise directing attention to it, *but never by calling attention to any wrong way of spelling it.*

(5) **Teacher indicates syllabication of word** by pronouncing each syllable and at the same time tracing with pointer an imaginary curved line under it, and then by spelling the word orally; for example, *a-f-t—e-r* (pausing briefly at the end of each syllable

* For the convenience of the teacher, the new words in each lesson in this Manual are separated into syllables by spaces. They should not, however, be presented in this manner to pupils.

† Concert work is usually neither valuable nor safe unless it is preceded or followed by individual work.

without pronouncing the syllable). In this step the teacher should pronounce the word before and after each spelling.

(6) Several pupils in turn are called on to spell the word orally by syllables, as in (5) above.

(7) The entire class, with eyes closed, spell the word orally while each endeavors to picture to himself the word as it appears in written form. Then each opens his eyes and compares his "picture" with the word as it is written on the blackboard.

STEP II. REVIEW ALL OTHER WORDS OF THE LESSON:

Any or all of the steps indicated in (1) to (7) above may be taken, *if necessary*, in reviewing any difficult word. Emphasis should vary according to the degree of difficulty.

Review also the new words in the lesson second preceding. Give particular attention to any pupils who may have been absent when these words were taught.

STEP III. CONDUCT, FOR BRIEF PERIOD, INTENSIVE INDIVIDUAL STUDY:

Each pupil studies the words of the lesson from his textbook, following the plan given him at the bottom of page 2.

Partial Lesson Plan A

(For Phonic Families in First Year—Second Half)

(NOTE.—This partial lesson plan is offered as a substitute for Step I in *Suggested Lesson Plan A* above for teaching the phonic families occurring in the first year.)

STEP I. TEACH SEPARATELY EACH NEW WORD IN THE LESSON:

(1) Teacher writes on the blackboard the first word given in the family list and then pronounces it distinctly but without exaggeration.

(2) Pupils pronounce the word correctly. The teacher may call upon several pupils in turn and then on the group in concert.*

(3) Pupils spell the word orally, individually and in concert.

Repeat the above procedure with each word from this family which is given in the lesson and place each succeeding word so that the "family" part is directly under the corresponding part of the last one taught.

(4) Teacher or a pupil erases the letters which are not common to all the words, leaving only the "family" element.

(5) Teacher writes elsewhere on the blackboard the nonphonetic elements necessary to rebuild the words—that is, the parts which have been erased.

(6) Teacher calls on an individual pupil to name a word of this list which he wishes to spell, and to point to the letter or letters (see 5 above) which will complete the word; teacher then writes the proper letter or letters so indicated against the family element, to form the word named.

Continue the drill, if necessary, until all words have been thus rebuilt and reviewed.

* Concert work is usually neither valuable nor safe unless it is preceded or followed by individual work.

Lesson 1

Teach: the, his, her
(thĕ) (hĭz) (hĕr)

Read INTRODUCTION TO FIRST YEAR—SECOND HALF, page 31.

See § 1, Chapter IV; also *Suggested Lesson Plan A*, page 32.

The should be taught in context. *Th* should be sounded clearly by teacher and pupils. Many foreign children sound this part of the word as though it were spelled *de*. Drill on pronunciation until any such tendency is overcome. The chief difficulty with *his* lies in the tendency to omit the *h*. Pronounce *his* in context. Some children tend to pronounce *her* like *here*. Drill on the pronunciation in such word combinations as *her cat*, *her hat*. See § 13 and § 14, Chapter IV.

Do not refer pupils to any wrong way of spelling these words.

Lesson 2

Teach: at, cat, fat, hat, sat
(ăt) (kăt) (făt) (hăt) (săt)

See § 1, Chapter IV; also *Partial Lesson Plan A*, page 34, and *Suggested Lesson Plan A*, page 32.

Give special attention to the pupils' pronunciation of *sat* so that it may not be confused with *set*. Use it orally in context; for example: *The cat sat on the wall*. Also have pupils use the word orally in sentences. See § 13, § 14, § 23, Chapter IV.

Do not refer pupils to any wrong way of spelling any of these words.

Lesson 3

Teach: an, can, man, pan, ran
(ăn) (kăn) (măn) (păn) (răn)

See *Partial Lesson Plan A*, page 34, and *Suggested Lesson Plan A*, page 32. See also § 1, Chapter IV.

Give considerable drill in context on *an*. When pupils begin to use this word frequently in writing, in the second or third grade, they are likely to write it *a* or *and*. In those grades, pupils are likely also to write it *am*. Attention should then be called to the fact that there are *two* loops in the *n*. The same kind of error often occurs when they write *can* or *man*. See § 2, § 13, § 14, Chapter IV.

Do not refer to any wrong way of spelling these words.

Review also words taught in Lesson 1.

âte, senâte, râte, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû; bôot, fôot; found; boil; fûnction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 4

Review: his (1), her (1), the (1), can (3), fat

Review also words taught in Lesson 2.

See Step II in *Suggested Lesson Plan A*, page 33, for directions on the conduct of the review. See also § 30, § 31, § 32, Chapter IV.

Lesson 5

Teach: my, af^{ter}, is
(mī) (ăf'tēr) (iz)

See *Suggested Lesson Plan A*, page 32.

Give special attention to the sounding of the last syllable of *after* and drill on the spelling of this word. See § 13, § 14, § 16, § 23, § 24, Chapter IV.

Review also words taught in Lesson 3.

Lesson 6

Review: The man ran after (5) his hat.

The cat is at her (1) pan.

See Step II in *Suggested Lesson Plan A*, page 33, for directions on the conduct of the review. See also § 30, § 31, Chapter IV.

The picture on page 6 in the spelling book furnishes a good basis for the formation of idiomatic sentences by the pupils—for practice in the kind of oral composition which will prepare the way for story and letter writing in later grades. The best sentences or short oral compositions may be written on the blackboard by the teacher. See § 48, Chapter IV.

Lesson 7

Review: the (1), ran, fat, man (3), after (5), cat

See Step II in *Suggested Lesson Plan A*, page 33, for directions on the conduct of the review. See also § 30, § 31, Chapter IV.

Review also words taught in Lesson 5.

Lesson 8

Review: his hat, her pan, is, after (5), my

See Step II in *Suggested Lesson Plan A*, page 33, for directions on the conduct of the review. See also § 30, § 31, Chapter IV.

ăte, senăte, răre, căt, locăł, făr, ăsk, părăde; scēne, ēvent, ědge, nověl, refēr;
right, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 9

Teach: hen, men, ten
(hě'n) (mě'n) (tě'n)

Reread § 1, Chapter IV. See *Partial Lesson Plan A*, page 34; also *Suggested Lesson Plan A*, page 32. Be sure to pronounce *men* in context; for example: *I saw five men*.

Review: at, fat, sat (2), an (3), can (3), ran

Reread with the pupils the letter on page 2 of their texts.

Lesson 10

Teach: mam ma, pa pa
(má-mă' or mă'mă) (pá-pă' or pă'pă)

See *Suggested Lesson Plan A*, page 32. Give special attention to the pronunciation of *mamma* and in the oral spelling to the sounding of the first *m*. Do not refer to any wrong way of spelling this word.

(On the assumption that the teacher has by this time become entirely familiar with *Suggested Lesson Plan A*, less frequent reference will be made to it from this point on).

Review: his, her (1), the (1), hen

Lesson 11

Teach: on, a way, saw
(õ'n) (á-wă') (só)

The word *on* is frequently confused with *one*. Use this word in context, and make no reference to the word *one*. The most common errors in *away* and *saw* are errors of writing, and occur in later grades. See § 22, Chapter IV.

Review also words taught in Lesson 9.

Lesson 12

Teach: all, ball, call, fall, hall, tall, wall
(ô'l) (bô'l) (kô'l) (fô'l) (hô'l) (tô'l) (wô'l)

See *Partial Lesson Plan A*, page 34. See also § 15, Chapter IV.

Review also words taught in Lesson 10.

Lesson 13

Review: saw (11), ten, men (9), is, after (5), can, away (11)

See Step II in *Suggested Lesson Plan A*, page 33.

Review also words taught in Lesson 11.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 14

Teach: get, let, met, pet, set, wet, yet
(gět) (lět) (mět) (pět) (sět) (wět) (yět)

The frequent misspelling of *get* in the lower grades is chiefly due to mispronunciation—heard and practiced. See § 13, § 14, Chapter IV.

Review also words taught in Lesson 12.

Lesson 15

Teach: bad, had
(băd) (hăd)

Review: mamma (10), papa, saw (11), her (1)

See § 22, § 30, Chapter IV.

Lesson 16

Review: the (1), tall, man, ran, away (11)

Write this sentence on the blackboard: *The tall man ran away.* Use words in context (phrases or short easy sentences) whenever possible. Do not *require* pupils to write words, phrases or sentences in this grade. Any who are precocious in writing may of course be permitted and encouraged to write.

Review also words taught in Lesson 14.

Lesson 17

Review: call, his (1), mamma (10), papa, had

See § 30, Chapter IV.

Review also words taught in Lesson 15.

Lesson 18

Review: saw (11), men (9), bad, the (1), fall

Lesson 19

Teach: did, it, have
(díd) (ít) (hăv)

Place emphasis on correct pronunciation of *have*. Require pupils to pronounce this word in sentences. See § 13, § 14, Chapter IV.

Review: Did the man get (14) his hat?

(There should be no *required* written work in the first grades. In many schools there is too much *unsupervised* written work in the second and third grades. Reread § 5, § 6, § 7, Chapter IV.)

âte, senâte, râtre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, búrn, cút, focûs, menû;

Lesson 20

Review: on (11) the wall (12), ran away (11), had a fall (12)

See *Suggested Lesson Plan A*, page 32.

Drill on the spelling of *on*, *ran* and *had* in such phrases as those given above will tend to establish the right association of these words with their correct use in writing.

The picture on page 10 in the spelling book furnishes a good basis for the formation of idiomatic sentences by pupils—for practice in the kind of oral composition which will prepare the way for story and letter writing in later grades. The best sentences or short oral compositions may be written on the blackboard by the teacher. See § 48, Chapter IV.

Lesson 21

Teach: bell, fell, sell, tell, well
(bĕl) (fĕl) (sĕl) (tĕl) (wĕl)

The tendency to mistake certain words for other words which sound in each case somewhat the same, frequently results from carelessness in listening or from imperfect hearing. Be sure that all spelling words are so accurately enunciated that they are sure to be properly identified or recognized. See § 13, § 14, Chapter IV.

Review also words taught in Lesson 19.

Lesson 22

Review: after (5), my, pet, papa, mamma (10)

Write on the blackboard: *my papa; my mamma; My pet cat ran after me.*

Review in context the spelling of these words.

Lesson 23

Review: ten, can, get (14), did (19), have (19)

Write on the blackboard such phrases as: *ten men, can get, did have.*

Review the spelling of these words in context.

Review also words taught in Lesson 21.

Lesson 24

Teach: he, she, me
(hē) (shē) (mē)

Review: bell, sell (21), tell (21), met, wet (14), yet

See *Partial Lesson Plan A*, page 34.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; *hw* = wh as in *when*; *zh* = z as in *azure*; *kh* = ch as in *loch*. See *pronunciation key* in Appendix.

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 25

Review: Did (19) the cat have (19) a ball?
Did she let it fall?

Write these sentences on the blackboard and review the words in context.
See § 22, Chapter IV.

Lesson 26

Teach: old, cold, gold, hold, sold, told
(ōld) (kōld) (gōld) (hōld) (sōld) (tōld)

See *Partial Lesson Plan A*, page 34.

Give particular attention to the distinct enunciation of *d* in all of these words. To make sure that pupils associate each word with its proper use, the teacher should write on the blackboard such phrases as *old man*, *cold day*, *gold ring*, *hold the cat*, *sold the ball*, *told the man*. See § 13, § 14, Chapter IV. Review these words in context.

Review also words taught in Lesson 24.

Lesson 27

Review: bad, bell, cali, get (14), saw (11), me
See § 30, Chapter IV.

Lesson 28

Teach: and, band, hand, land, sand, stand
(ănd) (bănd) (hănd) (lănd) (sănd) (stănd)

Give particular attention to the distinct enunciation of *d* in each of these words. See § 13, § 14, Chapter IV.

Review also words taught in Lesson 26.

Lesson 29

Review: The cat had her ball on the wall. She let it fall. It fell and (28) the old hen ran away.

The teacher should write these sentences on the blackboard and have the words reviewed in context.

âte, senâte, râte, căt, locâl, fâr, âsk, pârade; scêne, êvent, 'edge, novêl, refêr:
rîght, sîn; cōld, ôbey, cōrd, stôp, cōmpare; ûnit, ûnite, bûrn, cût, focûs, menû;

In oral spelling drill, care must be taken by the teacher to prevent the misspelling of words, since such misspellings, heard and practiced, may have the effect of a class drill on the wrong form.

Lesson 30

Review: all, ball, call, get (14), met, set

See *Partial Lesson Plan A*, page 34; also *Step II* in *Suggested Lesson Plan A*, page 33.

Review also words taught in Lesson 28.

Lesson 31

Teach: has
(hăz)

This word is not in itself a difficult word. Its frequent misspelling in written work in later grades is probably in part an error in writing or it may result from faulty pronunciation. See § 13, § 14, Chapter IV. *Never refer pupils to any wrong way of spelling this word.*

Review: bell, tell, well (21), have (19), had

Lesson 32

Review: band (28), land, sand, hold (26), sold, told

See § 13, § 14, § 22, Chapter IV.

Lesson 33

The teacher should keep in the spelling pocket of this manual (inside of last cover) a list of all words which have seemed to be especially difficult for the particular class she is teaching or for any chronic bad spellers in it. After the members of the class have indicated the hard words in the class period devoted to Lesson 33, the teacher should write a few of the hardest of them on the blackboard and drill upon them. It would be well also to ask the members of the class to help to select the words which are so difficult that the teacher should keep them in her spelling pocket for future class reviews.

Review also word taught in Lesson 31.

Lesson 34

Teach: boy, toy
(boi) (toi)

Review: cold (26), gold, hand (28), stand

Do not refer pupils to any wrong way of spelling any given word.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix

Lesson 35

Teach: now, how
(nou) (hou)

See *Suggested Lesson Plan A*, page 32.

Review: tall, saw, did, her

(Reread § 18, § 19, § 20, § 21, Chapter IV. Constant reference to the "principles" set forth in Chapter IV will help you to gain more complete command of the technique of spelling instruction.)

Lesson 36

Teach: lay, day, pay, may, play, pray
(lā) (dā) (pā) (mā) (plā) (prā)

Place some emphasis on the *y* throughout the drill on these words.

Review also words taught in Lesson 34.

Lesson 37

Review: band (28), land, sand, fell (21), sell, tell

See § 13, § 14, Chapter IV.

Review also words taught in Lesson 35.

Lesson 38

Teach: buy, bed, fed, led, red
(bī) (bēd) (fēd) (lēd) (rēd)

The word *buy* is a troublesome one. See § 12, Chapter IV. Confusion of homonyms can be anticipated and prevented by teaching separately and by having words presented only in combinations which show their use; for example: *buy* toys, *buy* and sell, etc. See § 11, Chapter IV. Have *buy* dramatized to fix its meaning. Make no reference at this time to the spelling of *by*, nor even to the fact that there is another word pronounced like *buy*. To do so would simply add to the pupils' difficulty by producing confusion. It is very important that the other words in this lesson be presented in phrases which will indicate their use; for example: *went to bed, fed the cat, led the dog, a red hat*. See § 9, § 10, Chapter IV.

Review: pay

Review also words taught in Lesson 36.

ăte, senăte, răre, căt, locăl, făr, ásk, párade; scēre, évent, ědge, novĕl, refēr;
ríght, sín; cōld, óbey, cōrd, stōp, cōmpare; únit, únite, búrn, cút, focús, menú;

Lesson 39

Teach: dog
(dŏg)

Review: fat man, his dog, my pet

Pronounce these words in the phrases given above.

Lesson 40

This lesson presents an excellent opportunity to get pupils to talk in complete sentences and to build up from these a short story. Ask the pupils to name some words which are suggested by the picture. Write the words on the blackboard. Have them use these words in sentences. A proper arrangement of the order of words will give a group of sentences whose sequence will result in a story. Write this story on the blackboard as the basis of an effective review, in context, of the words recently studied. See § 47, § 48, Chapter IV.

Review words taught in Lesson 38.

Lesson 41

Teach: you, are, I, am, your
(yoo) (är) (Ī) (ām) (yoor)

The *ou* in *you* calls for considerable drill. The word *are* is not in itself a difficult word. Its frequent misspelling is due in part to the fact that, not having associated the word with its use, pupils sometimes hear *or* when they ought to hear *are*. Or when writing, they sometimes in haste omit the *e* and move on to the next word in the sentence. Without referring to either of these faulty habits, strive to prevent them by adequate drill on the word and by associating the word with its use in phrases or sentences. Emphasize the capital *I*. The last three letters in the word *your* form a letter sequence that should be drilled on with an abrupt and emphatic ending on the *r*.

Do not refer pupils to any wrong way of spelling any of these words.

Review: play (36), pray

Review also word taught in Lesson 39.

Lesson 42

Teach: in
(Īn)

The mistakes in the written spelling of the word *in* are probably errors in writing; that is, a failure to get the proper number of loops in the *n*. A

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

little dramatic and impressive practice in tracing with finger or hand the proper number of loops is suggested as a preventive treatment.

Review: boy (34), has, gold, hand

Lesson 43

Review: buy (38), toys, how, now, lay

Before reviewing *buy* refer to Lesson 38, as indicated by the number in parenthesis following the word *buy* in this lesson.

Lesson 44

Review: led (38) dog away, told, may

Pronounce these words in context; for example: *He led the dog away; I told the boy to go; You may go home.*

Review also word taught in Lesson 42.

(Reread § 2, § 3, § 4, § 22, Chapter IV. Constant reference to the "principles" set forth in Chapter IV will assist you in mastering the technique of class instruction in spelling and in adapting your instruction to individual pupils and your methods to the peculiar difficulties of particular words.)

Lesson 45

Teach: hands
(hăndz)

See § 1, Chapter IV. Place much emphasis on the *d* in all oral drills on this word.

Review: Is it a cold day? Your (41) hands are (41) red (38).

Give several pupils in turn an opportunity to tell the class how they study a word. Reread with the class page 2 in the spelling book. (See paragraphs introductory to work of the First Year, page 31.)

Lesson 46

Review: am (41), are (41), have (19), has, had, you, your (41), me

See § 13, § 14. Chapter IV.

Lesson 47

Review: wet (14), yet, did (19), stand (28), cold (26), fed, ten, he

See § 30, Chapter IV.

Review also word taught in Lesson 45.

ăte, senăte, răre, căt, locăł, făr, âsk, părăde; scēnc, ēvent, ēdge, novēl, refēr;
rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 48

Teach: bill, fill, hill, kill, mill, still, till, will
(bĭl) (fĭl) (hĭl) (kĭl) (mĭl) (stĭl) (tĭl) (wĭl)

The words *fill*, *hill*, *mill*, *still* and *will* are frequently misunderstood when the short *i* is not distinctly enunciated. All of the words in this lesson should be presented in phrases or sentences; for example: *The bird has a bill; Fill the glass; up the hill; Kill the fly; the wind mill; a pool of still water; Wait till morning; I will go.* In this lesson, have pupils spell only the words which occur in their texts.

Lesson 49

Teach: say, stay, way
(sā) (stā) (wā)

It is especially important that *way* be taught in a phrase or a sentence. See § 11, § 12, Chapter IV.

Review: boy, will, buy (38), pet, may, fill (48), kill, still, till

See § 30, Chapter IV.

Lesson 50

Teach: little, bird, big
(lĭt'l) (bŭrd) (bĭg)

In the oral drill on *little*, make a considerable pause after first syllable and place much emphasis on the order of the *t-l-e* in the last syllable; for example: *little, l-i-t—t-l-e—little.* See § 16, Chapter IV.

Review: he, has, bill

Review also words taught in Lesson 48.

Lesson 51

Teach: bit, fit, hit, sit
(bĭt) (fĭt) (hĭt) (sĭt)

Have a number of different pupils in turn give commands such as the following: *Sit down; Sit up straight; Sit still; Sit at the table.* In response, have several pupils fulfil these commands in turn, at the same time repeating: *I sit down; I sit up straight; I sit still; etc.*

Review: it

Review also words taught in Lesson 49.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See pronunciation key in Appendix.

Lesson 52

Review: play (36), pray, she, little (50), bird (50)

See § 16, § 30, Chapter IV.

Review also words taught in Lesson 50.

Lesson 53

Teach: one, two, three, four, five
(wŭn) (tōō) (thrē) (fōr) (fiv)

The words, *one*, *two* and *four* are very frequently misspelled in writing. Have each of a number of pupils give a sentence containing one of these words. Have each child spell his word after giving the sentence in which it has occurred; for example: *We have **one** teacher, o-n-e; I ate **two** apples, t-w-o; There are **four** boys, f-o-u-r.* See § 9, § 10, § 11, § 12, Chapter IV. Place special emphasis on the correct pronunciation of *three* and *five*. The frequent mispronunciation of *five* by children accustomed to speaking a foreign language accounts in part for the frequency with which it is misspelled by them. Drill on these words also in context.

Review words taught in Lesson 51.

Lesson 54

Teach: man y, top, of
(mĕn'y) (tōp) (ōv)

The words *many* and *of* are troublesome. Never refer to any wrong way of spelling them, but emphasize the *a* in drilling on *many* and the *f* in drilling on *of*. These words must be presented in context: *Many boys and girls spell well; One of the men fell from the tree; a peek of apples; a bottle of milk; two of the girls.*

See § 11, § 12, Chapter IV.

Review: how, are (41), wall, say, stay, way

Lesson 55

Teach: egg, pin
(ĕg) (pĭn)

Emphasize the *gg* in *egg*, and in pronouncing *pin*, sound the short *i* with very great distinctness. See § 13, § 14, Chapter IV.

Review: old, birds (50), lay, in

Review also words taught in Lesson 53.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; seĕne, ĕvent, ĕdge, novĕl, reĕr:
rĭght, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 56

Teach: best, nest, rest, test, west
(běst) (něst) (řest) (těst) (věst)

See *Partial Lesson Plan A*, page 34.

Review also words taught in Lesson 54.

Lesson 57

Review: two (53), big boys, buy (38) toys

See Lessons 53 and 38 for suggestions concerning the teaching and review of two and buy, respectively.

Review also words taught in Lesson 55.

Lesson 58

Teach: ring, bring, spring, wing, sing
(rīng) (brīng) (sprīng) (wīng) (sīng)

See *Partial Lesson Plan A*, page 34.

There seems to be a tendency in writing the word *spring* to omit the *r*. This can probably be prevented by placing more emphasis on the *r* in the oral drill, which precedes by several years the time when this word is used with frequency in writing. See § 22, Chapter IV.

Review also words taught in Lesson 56.

Lesson 59

Teach: see, tree
(sē) (trē)

The word *see* is not a hard word if the teacher will avoid any reference at this time to *sea* and will teach *see* in phrases or sentences. See § 9, 10, § 11, § 12, Chapter IV.

Review: three (53), many (54), cold, days, best, rest, west

See § 30, Chapter IV.

Lesson 60

This lesson period should be devoted to a study of the words which the pupils still think are hard. Each pupil should be asked to name one or two words which have been especially difficult for him. He should be guided in a type of self-drill most likely to be helpful in the mastery of his particular difficulties. See § 32, Chapter IV.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

See directions and suggestions to teacher in Lesson 33 of this Manual. They are equally applicable to any general review lesson.

Review also words taught in Lesson 58.

Lesson 61

Review: bring, spring (58), one (53), two (53), three (53)

Review also words taught in Lesson 59.

Lesson 62

Teach: song, long, wrong
(sông) (lông) (rông)

Have pupils trace the letter *w* in the air while spelling orally that part of the word *wrong*.

Review: four (53), five (53)

It is usually worth while to consult the lesson reference given in parenthesis after review words. These numbers refer to the lessons in which teaching suggestions were made when the words were first presented in the texts. See Lesson 53 for *four* and *five*.

Lesson 63

Review: ring, wing, she, saw, dog

(Reread § 18, § 19, § 20, § 21, § 22, Chapter IV. Constant reference to the PRINCIPLES OF SPELLING INSTRUCTION, Chapter IV, will tend to give you a ready command of those psychological factors which play an important part in teaching spelling and in learning to spell.)

Lesson 64

Review: little (50), bed (38), see (59), sit (51), long, wrong (62)

Review also words taught in Lesson 62.

Lesson 65

Review: The birds (50) have a nest
in the top of the tree.
How many (54) eggs (55)
are (41) in the nest?

Write these sentences on the blackboard and review the more difficult words according to directions in Step II, *Suggested Lesson Plan A*, page 33.

âte, senâte, râtre, căt, locâl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, búrn, cút, focûs, menû;

Lesson 66

Teach: fa ther, moth er, broth er
(fä'thēr) (mŭth'ēr) (brŭth'ēr)

Give special attention to the correct pronunciation of these words, particularly with children accustomed to speaking a foreign language.

Review: my, his, her (1)

Lesson 67

Review: way, your (41), has, five (53), you

Call on several pupils in turn to illustrate their method of studying a hard word.

Lesson 68

Review: bit, fit, hit, big boys (34)

Review also words taught in Lesson 66

Lesson 69

Review: am, one (53), buy (38), eggs (55), now

See § 11, also § 30, Chapter IV.

Lesson 70

Teach: fast, last
(fäst) (läst)

Pronounce these words in context; for example: *the fast train; the last day of the month.*

Review: sing, song, father (66), mother (66)

Look up lesson references given in parenthesis, for suggestions on the teaching or the review of difficult words.

Help pupils to find a satisfactory answer to the question in their texts by suggesting, as was done on page 2 in their books, the pleasure they may give their parents a little later by writing letters and stories in which all the words are spelled correctly.

Lesson 71

Teach: ear, dear, hear, near, year
(ēr) (dēr) (hēr) (nēr) (yēr)

See *Partial Lesson Plan A*, page 34. See also § 15, Chapter IV.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 72

Teach: we
(wē)

See § 22, Chapter IV. In the spelling drill, have pupils use this word in sentences; for example: *We see the man; We all have hands.*

Review: he, me, she, the (1)

Review also the words taught in Lesson 70.

Lesson 73

Review: fast (70), last (70), saw, pins (55), four (53)

Follow Step II in *Suggested Lesson Plan A*, page 33. Use *four* in context; for example: *four pins; four eggs, four brothers.* See § 22, Chapter IV.

Review also the words taught in Lesson 71.

Lesson 74

Review: The birds (50) are singing (58) in the trees.

Can you hear (71) the song?

Insist upon the correct pronunciation of *singing*. Drill on the distinct enunciation of the final *g*. See § 1, Chapter IV.

Review also the word taught in Lesson 72.

Lesson 75

Teach: sis ter, girls
(sīs'tēr) (gūrlz)

See § 16, Chapter IV.

Review: four (53), brothers (66), dear (71), little (50)

Use *four* and *dear* in context. See § 12, Chapter IV.

Place emphasis on the correct pronunciation of *brothers*, especially with children accustomed to speaking a foreign language. See § 13, § 14, § 22, Chapter IV.

Lesson 76

Review: ear (71), hear, near, year, best, nest, rest, west, bed (38), fed, led, red

Review these words in their phonic families. See § 15, Chapter IV.

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; rîght, sîn; côld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 77

Teach: go, no, so
(gō) (nō) (sō)

Have these words used in sentences: We *go* to school; When I asked to *go* to the picnic, he said, "*No*" (See § 11, Chapter IV.); Father said *so*.

Review: see (59), tree, three (53), let, pet, get (14)

Review also the words taught in Lesson 75.

Lesson 78

Teach: out, find, kind, up
(out) (find) (kind) (up)

Place considerable emphasis on the sounding of *d* in *find* and in *kind*. See § 22, Chapter IV.

Review: of (54), in (42)

Can you find a nest in the tree?

Lesson 79

Teach: kit tens.
(kit'nz)

See § 16, also § 47, § 48, Chapter IV.

Review: four (53)

At last (70) the little birds (50) are (41) out of the nest.

One of the old birds (50) is singing (74) away.

In teaching, reviewing or testing on any homonym, be careful always to pronounce it in context. See § 11, Chapter IV.

Review also the words taught in Lesson 77.

Lesson 80

Teach: ask, what, time
(ask) (hwōt) (tīm)

See *Suggested Lesson Plan A*, page 32.

Give special drill on correct pronunciation of *ask* and *what*.

Review: girl (75), have (19), we (72), go, so, fast

Review also the words taught in Lesson 78.

Lesson 81

Teach: bake, cake, make, take, got, hot, lot, not
(bāk) (kāk) (māk) (tāk) (gōt) (hōt) (lōt) (nōt)

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Use *Partial Lesson Plan A* in connection with Step II as given in *Suggested Lesson Plan A*, page 33.

Review also the words taught in Lesson 79.

Lesson 82

Teach: this, yes, was
(*this*) (yēs) (wɔz)

Each of these three words is frequently mispronounced. Insist upon distinct enunciation as a means to good spelling.

Review: my, is, he, dear (71), it, father (66)

Review also the word taught in Lesson 80.

Lesson 83

Review: find (78), kittens (79), time, up, what (80), kind (78), mother (66), brother (66), sister (75)

See § 16, § 30, Chapter IV.

Review also words taught in Lesson 81.

Lesson 84

Review: take (81), this (82), make (81), we (72), yes (82), your (41), bring, spring (58), wing

Lesson 85

Review: was (82), hot, lot, out, ask (80), bake, cake, long, wrong (62)

Lesson 86

Teach: to
(tōō)

See § 11, § 12, Chapter IV. Pronounce *to* in a number of sentences indicating the use of this word; for example: *He went to town; He gave it to his mother; She went to the front of the room; We go to church.*

Review: Can you hear (71)
what (80) the birds (50) say?

"This is not a time
to stay in bed.

It is time to get (14) up."

Write these sentences on the blackboard and drill on the oral spelling of the most difficult words; for example, *It is time to get, g-e-t, get, up.*

ăte, senăte, răre, căt, locăl, făr, âsk, párade; scēne, ēvent, ědge, novĕl, refĕr;
rĭght, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Lesson 87

Teach: do
(dōō)

Pronounce this word in context. Never call attention to any wrong way of spelling this word. Prevent the misspelling of the word in future written work by effectively teaching it now in context: for example, *Yes, we **do** like to play; We **do** our best to win the game.*

Review: this (82), way (49), hold (26), ears, hands (45)

Lesson 88

Teach: fun, gun, run, sun
(fūn) (gūn) (rūn) (sūn)

Pronounce these words in context; for example: *We had great **fun**; Each soldier had a **gun**; I will **run** to the door (dramatize); I saw the **sun** in the sky.* See § 11, § 12, Chapter IV.

Review: got, ask (80), kind (78), what (80), dear (71), hear, near, year

Pronounce these words in context.

Review word taught in Lesson 86.

Lesson 89

Review: one (53) man, two (53) dogs, three (53) boys, four (53) birds (50)

How many (54) do you see in all?

Have the pupils take a good look at the picture, page 29. Help them to associate the concepts *one, two, three* and *four* with the right way of spelling each of these words. See § 48, Chapter IV.

Lesson 90

Several days may be given, if necessary, to the further study and review of words in the Review List given on page 30 in the textbook.

The teacher should emphasize those words from this list which she has kept in the special list in the spelling pocket on the inside of the last cover of this manual. She should take occasion to give the children a few simple illustrations of how habits are formed: "First, *you learn how to do* a certain thing; for example, to button your coat; second, *with full attention on what you are doing*, you practice doing the thing; third, you are able, finally, *to do the thing almost without thinking about it at all.*" Show what bearing this has upon the right kind of review and upon the necessity for an adequate amount of practice in spelling.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See pronunciation key in Appendix.

Review List

Page 30

after (5)	dear (71)	his (1)	sister (75)
am (41)	did (19)	how	ten
and (28)	egg (55)	led (38)	the (1)
are (41)	fast (70)	little (50)	this (82)
ask (80)	father (66)	mamma (10)	three (53)
away (11)	find (78)	many (54)	time
big	five (53)	mother (66)	tree
birds (50)	four (53)	now	two (53)
boys (34)	girl (75)	one (53)	was (82)
brother (66)	had	out	what (80)
buy (38)	has (31)	papa	yes (82)
call	have (19)	saw (11)	you (41)
cold (26)	her (1)	see (59)	your (41)

INTRODUCTION TO SECOND YEAR

Begin the year's work by directing the attention of the pupils to page 32 in the textbook. Read it carefully for them and make appropriate comment upon the importance of beginning the year's work right, by acquiring a method for studying each lesson in spelling. Emphasize the four suggestions for study, and stimulate, if possible, the desire in each member of the class to be able before the close of the year to write letters and stories and to spell correctly all the words he needs to use.

It is usually unwise to plan for or to require any considerable amount of written work in the second year. An excessive amount of writing in the second year tends toward careless and faulty spelling.

Reread letter on page xii.

Suggested Lesson Plan B

(For Second Year)

STEP I. TEACH SEPARATELY EACH NEW WORD IN THE LESSON:

(1) Teacher writes the word on the blackboard and then pronounces it distinctly but without exaggeration. The word must not be presented with syllables separated by spaces or hyphens.* Such procedure would tend to give the pupil a faulty impression of the word as a whole.

(2) Pupils pronounce the word correctly several times. The teacher may call upon several pupils in turn and then upon the group in concert.†

(3) Pupils use the word orally in sentences. The teacher may call upon several pupils in turn, until it becomes reasonably certain that all members of the class are familiar with the meaning and use of the word. The best one of these sentences may be written on the blackboard.

(4) Teacher may indicate any troublesome part of the word by tracing it in colored crayon, by underlining it, or by otherwise directing attention to it, *but never by calling attention to any wrong way of spelling it.*

(5) Teacher indicates syllabication of word by pronouncing each syllable and at the same time tracing with pointer an imaginary curved line under it, and then by spelling the word orally; for example,

* For the convenience of the teacher, the new words in each lesson in this Manual are separated into syllables by spaces. They should not, however, be presented in this manner to pupils.

† Concert work is usually neither valuable nor safe unless it is preceded or followed by individual work.

c-a-r—r-y (pausing briefly at the end of each syllable without pronouncing the syllable). In this step the teacher should pronounce the word before and after each spelling.

(6) Several pupils in turn are called on to spell the word orally, as in (5) above.

(7) The entire class with eyes closed, spell the word orally while each endeavors to picture to himself the word as it appears in written form. Then each opens his eyes and compares his "picture" with the word as it is written on the blackboard.

STEP II. REVIEW ALL OTHER WORDS OF THE LESSON:

Any or all of the steps indicated in (1) to (7) above may be taken, *if necessary*, in reviewing any difficult word. Emphasis should vary according to the degree of difficulty.

Review also the new words in the lesson second preceding. Give particular attention to any pupils who may have been absent when these words were taught.

STEP III. CONDUCT, FOR BRIEF PERIOD, INTENSIVE INDIVIDUAL STUDY:

Each pupil studies the words of the lesson from his textbook, following the plan given him on page 32.

STEP IV. TEST:

Teacher dictates the words of the lesson singly, in phrases, or in short sentences to be written by the pupils; collects the papers for checking; and keeps for class reviews, a list of the words that are misspelled. (See page 60.)

(Omit this test in the first half of the second year.)

STEP V. ASSIGN SEAT WORK:

This assignment may vary greatly. In their individual study, pupils should be encouraged to visualize each word, that is, "to close their eyes and try to see the letters in their places", then to compare their "picture" with the word in the book or on the blackboard.

An occasional free study period of a few minutes may be occupied profitably by students assigned in pairs to drill each other on the oral spelling by syllables of the words of the preceding lesson. At least an hour should elapse between the spelling lesson and this study period. In so far as it is possible, each pupil who is weak in spelling should be assigned to study with one who is strong in spelling.

All seat work periods must be short.

(NOTE.—On the following page, a partial lesson plan is offered as a substitute for Step I in *Suggested Lesson Plan B* above, for teaching the phonic families occurring in the second year.)

Partial Lesson Plan B

(For Phonic Families in Second Year)

STEP I. TEACH SEPARATELY EACH NEW WORD IN THE LESSON:

(1) Teacher writes on the blackboard the first word given in the family list and then pronounces it distinctly but without exaggeration.

(2) Pupils pronounce the word correctly. Teacher may call upon several pupils in turn and then on the group in concert.*

(3) Pupils spell the word orally.

Repeat the above procedure with each word from this family which is given in the lesson and place each succeeding word so that the "family" part is directly under the corresponding part of the last one taught.

(4) Teacher or a pupil erases the letters which are not common to all the words, leaving only the "family" element.

(5) Teacher writes elsewhere on the blackboard the nonphonetic elements necessary to rebuild the words—that is, the parts which have been erased.

(6) Teacher calls on an individual pupil to name a word of this list which he wishes to spell, and to point to the letter or letters (see 5 above) which will complete the word; teacher then writes the proper letter or letters so indicated against the family element, to form the word named.

Continue the drill, if necessary, until all words have been thus rebuilt and reviewed.

* Concert work is usually neither valuable nor safe unless it is preceded or followed by individual work.

TESTING SPELLING AND CHECKING ERRORS IN LOWER GRADES
As Written In Test

Spelling December 15, 1925

have written

jolly old Santa

I should like

if you please

Dear Santa Claus

Grade 2 B

George Smith

As soon as children are able to write with some ease, usually about the middle of the second year, spelling tests should generally be written.

Up to about the fifth year, test papers should be checked by the teacher or some other competent person, since in these grades pupils are not usually able to check errors with sufficient accuracy.

For *Spelling Errors and their Correction*, see § 29 and § 40 Chapter IV, and *Use of the Spelling Pocket*, page 24.

As Checked By Teacher

Spelling December 15, 1925

have  written

jolly old  Santa

I should like

if you please

Dear Santa Claus

Grade 2 B

George Smith

Lesson 91

Read INTRODUCTION TO SECOND YEAR, page 55.

Teach: first, school
(fûrst) (skool)

See § 1, § 2, § 3, § 4, Chapter IV; also *Suggested Lesson Plan B*, page 56.
Drill on the *ir* sequence in the word *first*, and the *sch* sequence in the word *school*.

Review: This (82) is the (1) first day (36) of (54) school.

See § 30, Chapter IV.

Review also a few of the hardest words on page 30.

Lesson 92

Teach: cart, start
(kârt) (stârt)

See *Suggested Lesson Plan B*, page 56; see also § 18, § 19, § 20, § 21, § 22, Chapter IV.

Review: three (53), four (53), five (53)

Have these words pronounced in context, for example: *three boys; four girls; five birds*.

Review also a few of the hardest words on page 30.

Lesson 93

Teach: cry, dry, fly, try, why
(kri) (dri) (fli) (tri) (hwi)

See § 1, Chapter IV, and *Partial Lesson Plan B*, page 59.

Review words taught in Lesson 91.

Lesson 94

Teach: house, mouse, spell, shell, be
(hous) (mous) (spël) (shël) (bē)

See *Suggested Lesson Plan B*, page 56; also § 1, § 2, § 3, § 4, Chapter IV.

Give special attention to correct pronunciation. In teaching the word *be*, never refer to nor suggest any wrong way of spelling it; be sure to have it pronounced in sentences; for example: *We must be ready*.

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, évent, ědge, nověl, refěr;
right, sín; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, hûrn, cût, focûs, menû;
bôôt, fôôt; found; boil; functîon; chase; good; joy; *then*, thick; hw = wh as in
when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Review: has (31), have (19)

Try to (86) be on (11) time.

See Step II, *Suggested Lesson Plan B*, page 57. See § 30, § 31, Chapter IV.

Review also words taught in Lesson 92.

Lesson 95

Review: dry, why (93), first (91), school (91), how, many (54)

Do you (41) hear (71) the bell?

Review also words taught in Lesson 93.

It must not be assumed that all of the words learned in the First Year have been remembered. Encourage pupils to go back frequently to review words on page 30. From time to time, call up some of these words for review and drill in class. See § 30, § 31, Chapter IV.

Lesson 96

Teach: rab bit, squir rel, ducks
(răb'it) (skwŭr'el) (dŭkz)

See § 1, Chapter IV, and *Suggested Lesson Plan B*, page 56. Give considerable oral drill to all of these words. See § 16, Chapter IV.

Review: hands (45), ears (71), big, bird (50), two (53)

Have *two* pronounced in context; for example: *two hands, two ears, two big birds.* Do not refer to any wrong way of spelling this word.

Review also words taught in Lesson 94.

Lesson 97

Teach: be gan, be gun, start ed
(bē-găn') (bē-gŭn') (stărt'ed)

See *Suggested Lesson Plan B*, page 56. Give special attention to the sounding of the letter *d* in *started*. See § 22, Chapter IV.

Review: has begun, one (53) mouse (94), started to school (91), first time

Have these words pronounced in context; for example: *He has begun to work; I saw only one mouse; We started to school on time; This is the first time I have come late.*

This picture furnishes a good basis for the development of idiomatic sentences by the pupils and for practice in the kind of oral composition which will prepare the way for story and letter writing in later grades. The best sentences or short oral compositions may be written on the blackboard by the teacher.

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sin: cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bârn, cût, focûs, menû;

Lesson 98

Teach: came, name
(kām) (nām)

See *Partial Lesson Plan B*, page 59.

Review: bring, spring (58), spell, house (94)

See § 30, § 31, Chapter IV.

Review also words taught in Lesson 96. See § 43, Chapter IV.

Lesson 99

Teach: mak ing, tak ing
(māk'ing) (tāk'ing)

See *Suggested Lesson Plan B*, page 56. Give special attention to the syllabication of these words (see § 16, Chapter IV), and to the distinct enunciation of the *g* in each. See § 13, § 14, Chapter IV.

Review: go (77), no (77), ringing, bringing

Give special attention to syllabication of last two words and to distinct enunciation of the final *g* in each. See § 30, § 31, Chapter IV.

Review also words taught in Lesson 97.

Lesson 100

Teach: each, reach, teach, took, book, look
(ēch) (rēch) (tēch) (tōok) (bōok) (lōok)

See *Partial Lesson Plan B*, page 59; also § 15, Chapter IV.

Review: and (28), hand (28), stand (28)

Give special attention to the distinct enunciation of the *d* in each of these words.

Review also words taught in Lesson 98.

(On the assumption that the teacher has by this time become entirely familiar with *Suggested Lesson Plan B* and *Partial Lesson Plan B*, less frequent reference will be made to them from this point on.)

Lesson 101

Teach: game
(gām)

Review: cart, rabbit (96), duck, squirrel (96), began (97), had begun, came, name

See § 30, § 31, Chapter IV.

bōot, fōot; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 102

Teach: full. pull
(fŭol) (pŭol)

See § 1, Chapter IV.

Review: reach (100), teach (100), making (99), taking (99)

See § 22, Chapter IV.

Lesson 103

Teach: nail, pail, mail, sail, tail
(nāl) (pāl) (māl) (sāl) (tāl)

See *Partial Lesson Plan B*, page 59.

Pronounce these words in context; for example: *I drove a **nail** into the board; I brought a **pail** of water; The postman brings the **mail**; The **sail** of the boat was torn; The squirrel's **tail** is curled up over his back.* See § 11, Chapter IV.

Do not refer to any wrong way of spelling any one of these words. See § 12, Chapter IV.

Review word taught in Lesson 101.

Lesson 104

Review: ear (71), dear (71), hear (71), near (71), year (71)

See suggestion in italics in Lesson 103 above.

Review also words taught in Lesson 102.

Lesson 105

Teach: eat, beat, meat, seat, neat
(ēt) (bēt) (mēt) (sēt) (nēt)

See *Partial Lesson Plan B*, page 59.

Have pupils pronounce these words in context; for example: *We eat **meat*** (Point out the word **eat** in **meat**; this may tend to the formation of a helpful association); *I **beat** the rug; The **seat** was broken; Her dress is clean and **neat**.* See § 11, Chapter IV. See suggestion in italics in Lesson 103 above.

Review words taught in Lesson 103.

See § 43, Chapter IV.

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, êvent, êdge, novêl, refêr; right, sín; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bârn, cût, focûs, menû;

"Correcting" spelling papers does not correct spelling errors. Such checking is a waste of time and effort unless the errors are actually corrected by the pupil who made them. See § 40, Chapter IV.

Lesson 106

Teach: with, un der
(with) (ün'dēr)

Correct pronunciation—heard and practiced—is a big factor in the correct spelling of these words. See § 13, § 14, Chapter IV.

Review: Each (100) one had a book.

The hen came with her (1)
book under her wing.

See § 34, Chapter IV.

Lesson 107

Teach: com ing
(kūm'ing)

See § 16, Chapter IV. Call attention to the fact that there is only one *m*. Do not suggest a misspelling; *prevent it*.

Review: house, school (91), shell, making, taking, came, name, game

See § 34, Chapter IV.

Review also words taught in Lesson 105.

Lesson 108

Teach: cook
(kōōk)

Review: look, took, book, mail (103), nail (103), sail (103), tail (103)

Review also words taught in Lesson 106.

Lesson 109

Teach: ap ples, bas ket
(ăp'lz) (bās'kēt)

See § 1, § 22, Chapter IV. In the oral drill on *apples*, emphasize the letter sequence *p-l-e-s*. Give special attention to the correct pronunciation of the word *basket*.

Review: cry, crying, fly, flying, try, trying

Review also word taught in Lesson 107.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then, thick*; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 110

Teach: teach er
(tēch'ēr)

See *Suggested Lesson Plan B*, page 56.

See § 22, Chapter IV.

Review: full, pull, teach, boy (34), girl (75)

Review also word taught in Lesson 108.

Lesson 111

Teach: bent, sent, went
(běnt) (sěnt) (wěnt)

Have pupils pronounce these words in context; for example: *I was sent to the store and I went; The twig was bent.*

Review: cook (108), look, took

Review also words taught in Lesson 109.

Lesson 112

Review: each, reach, teach, beat (105), meat (105), seat (105)

Review also word taught in Lesson 110.

Lesson 113

Teach: pick, sick, tick, trick, thick, stick
(pĭk) (sĭk) (tĭk) (trĭk) (thĭk) (stĭk)

See § 15, Chapter IV.

Review words taught in Lesson 111.

Lesson 114

Teach: ba by
(bā'bĭ)

Review: her brother (66), his (1) sister (75), little (50) baby

Lesson 115

Teach: read y, al most
(rēd'y) (ôl'mōst)

See § 23, § 24, § 25, § 26, § 27, § 28, Chapter IV.

The word *almost* is a very troublesome one. "The word has two syllables and two letters in the first syllable."

âte, senâte, râre, cât, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
rĭght, sĭn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Review: mother (66), sent (111), under (106), the (1) tree, ready to start, trying to reach, almost full, basket (109) of apples (109)

The picture furnishes a good basis for the development of idiomatic sentences by the pupils and for practice in the kind of oral composition which will prepare the way for story and letter writing in later grades. The best sentences or short oral compositions may be written on the blackboard by the teacher. See § 47, § 48, Chapter IV.

Lesson 116

Review: with (106), first (91), why, nail, pail (103), tail (103), pick, thick, stick

See § 22, Chapter IV.

Review also word taught in Lesson 114.

Lesson 117

Review: eat (105), neat, seat (105), coming (107), making, taking, sick, tick, trick

Review words taught in Lesson 113. See § 43, Chapter IV.

Lesson 118

Review: flying, drying, crying, bent, sent, went (111), game, came, name

Lesson 119

Teach: fine, mine, ripe
(fīn) (mīn) (rīp)

Review: out, almost (115), ready (115), coming, began, have begun

Lesson 120

Teach: hide, ride, side, slide
(hīd) (rīd) (sīd) (slīd)

See *Suggested Lesson Plan B*, page 56.

See § 22, Chapter IV.

Review: cook, look, took, book

See § 15, Chapter IV.

Lesson 121

Review words taught in Lesson 119.

The teacher should keep in the spelling pocket in this manual (inside of last cover) a list of all words which have seemed to be especially difficult

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

for the particular class she is teaching or for any chronic bad spellers in it. After the members of the class have indicated the hard words they have found during the class period devoted to Lesson 121, the teacher should write a few of the hardest of them on the blackboard for special study and drill. It would be well also to ask the members of the class to help select the words which are so difficult that the teacher should enter them on the special list in her spelling pocket for future reviews. See § 43, Chapter IV.

Lesson 122

Teach: where, there
(hwâr) (thâr)

The difficulty with *where* grows out of incorrect pronunciation and faulty usage. See § 13, § 14, Chapter IV, and *Gaining Clear Impressions*, page 11.

Do not allow pupils to confound *there* with its homonym. See cautions and suggestions in § 11, § 12, also § 9, § 10, Chapter IV.

Review: apples, almost, ripe, began, mail, nail

Review also words taught in Lesson 120.

Lesson 123

Teach: but, cut, nut
(bŭt) (kŭt) (nŭt)

See § 18, § 19, § 20, § 21, Chapter IV.

Review: beat, eat, pulled, pulling, mine (119)

Lesson 124

Teach: blow, snow, crow, throw, grow, slow, row, know
(blō) (snō) (krō) (thrō) (grō) (slō) (rō) (nō)

Have these words pronounced in phrases or sentences. Give special drill to the word *know*. Do not refer to any wrong way of spelling this word or to its homonym. See § 11, Chapter IV.

Review words taught in Lesson 122. See § 43, Chapter IV.

Lesson 125

Teach: some
(sŭm)

This word is not inherently difficult, but it is sometimes confused with the word *sum*. Without referring to *sum* proceed to fix the correct spelling of this word by associating it with its correct use. Have several sentences illustrating this use given and have each repeated several times.

âte, senâte, râre, câț, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cöld, ôbey, cörd, stöp, cômpare; ûnit, ûnite, bŭrn, cŭt, focûs, menü;

Review: Where (122) can (3) we (72) go to (86) find (78) some nuts? I (41) know (124) where a squirrel has a fine (119) old (26) tree. There (122) are (41) many ripe nuts on it.

Write above sentences on the blackboard and conduct review drill on the hard words in them.

Review also words taught in Lesson 123.

Lesson 126

Teach: come, leg, beg
(kŭm) (lĕg) (bĕg)

Sec § 22, Chapter IV.

Review: some (125), under, hide, ride, side, but

Review also words taught in Lesson 124.

Lesson 127

Teach: hid, them
(hĭd) (thĕm)

Errors in spelling *them* are chiefly writing errors occurring in later grades.

Review: fine, ripe, nuts, squirrel (96), each, has (31), basket

Review also word taught in Lesson 125.

Lesson 128

Teach: give, gave, save, please, Sir
(gĭv) (gāv) (sāv) (plēz) (sŭr)

Give considerable drill to the letter sequence *v-e* in *give* and *e-a-s-e* in *please*.

Review: come (126), to, beg, with, where, there

Please, Sir, may we have some nuts?

Review also words taught in Lesson 126.

Lesson 129

Review words taught in Lesson 127.

Refer to Lesson 129 in the spelling book.

In the latter half of the second year and in later grades, attractive pictures full of interest to children and telling stories which involve the use of words recently studied in spelling furnish an excellent basis for composition or letter writing. Prior to the second half of the second year, their function is preparatory. When the stories which may be made to grow out of these pictures

bōōt, *fōōt*; *found*; *boil*; *fūnction*; *chase*; *good*; *joy*; *then*, *thick*; *hw* = *wh* as in *when*; *zh* = *z* as in *azure*; *kh* = *ch* as in *loch*. See *pronunciation key* in Appendix.

are dramatized, they beget spontaneity of expression, they fix word associations and prepare the way for the easy mastery of spelling in the spontaneous composition of later grades. See § 47, § 48, Chapter IV.

Lesson 130

Review: almost, seat, reached, ready, making, taking

Review also words taught in Lesson 128.

Lesson 131

Teach: back, pack, sack, tack, black, track
(băk) (păk) (săk) (tăk) (blăk) (trăk)

See *Partial Lesson Plan B*, page 59.

Lesson 132

Teach: ev er y, word
(ěv'ěr-ī) (wŭrd)

Give plenty of drill to the pronunciation and spelling of *every* in such phrases as *every day*, *every pupil*, *every word*, etc.

Review: school (91), them (127), but, cut, came, name, began (97), has begun

Read and discuss with the class the directions for study printed on page 32 of their textbooks. Have several pupils in turn illustrate their method of procedure in the study of *every*.

Lesson 133

Teach: pic ture, sto ry
(pĭk'tŭr) (stō'rĭ)

See § 24, § 25, § 26, § 27, § 28, Chapter IV.

Review: Did (19) the picture have (19) a story in (42) it?

Review also words taught in Lesson 131.

Lesson 134

Review: black, track, beg, leg, every (132), word (132)

Review also words taught in Lesson 132.

Lesson 135

Review: know (124), throw (124), where (122), there (122), come, some

Review also words taught in Lesson 133.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, novĕl, refēr;
right, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 136

Teach: dish, fish, wish
(dīsh) (fīsh) (wīsh)

See § 15, Chapter IV.

Review: give (128), gave, save, ride, side, slide

Lesson 137

Teach: good, fun ny
(gōod) (fūn'ī)

See § 16 and § 25, Chapter IV, and then emphasize in oral drill the *n* with which the last syllable of *funny* begins.

Review: started, spell, with, basket, almost, ready

Lesson 138

Review: back, sack, pack, bent, sent, went, eat, meat, beat

Review also words taught in Lesson 136.

Lesson 139

Review: picture (133), almost (115), every (132), word, good, story (133), snow, blow

Be especially careful that pupils pronounce correctly the word *picture*. The correct pronunciation of this word will be a powerful aid in learning to spell it.

Review also the words taught in Lesson 137. See § 43, Chapter IV.

Lesson 140

Teach: tur key, tur keys
(tûr'kī) (tûr'kīz)

See *Suggested Lesson Plan B*, page 56.

Notice the *k-e-y* in *turkey*, and the *k-e-y-s* in *turkeys*.

Review: please (128), some (125), grow, crow, slow, know (124)

It is well to refer to lessons indicated by the numbers in parenthesis after certain difficult words, for suggestions as to how to re-teach or review these words.

bōot, fōot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

The teacher should so plan all written work that pupils will not be forced by circumstances to guess at the spelling of new or difficult words. See § 5, § 6, § 7, § 8, Chapter IV.

Lesson 141

Teach: pie, piece
(pī) (pēs)

The chief difficulty in spelling *piece* grows out of the fact that the word has not been associated with its proper use. See § 9, § 10, Chapter IV. This association may be established by using the word in the phrase, *a piece of pie*, and by pointing out the fact that "there is a *pie*, *p-i-e*, *pie*, in *piece*."

Review: where (122), there (122), fine, mine, a piece of (54) pie

Bring as many members of the class as possible into a discussion of the proper answer to the question in the text. See § 31, Chapter IV. Try to make every pupil understand that his spelling is his own personal problem.

Lesson 142

Teach: hun gry, hap py
(hŭn'grī) (hăp'ī)

Review: funny (137), fish, dish, wish

Review also the words taught in Lesson 140.

Lesson 143

Teach: found, round
(found) (round)

See § 13, § 14, Chapter IV. Insist upon the distinct enunciation of the *d* in each of these words.

Review: every (132), sick, thick, stick

Review also the words taught in Lesson 141.

Lesson 144

Teach: po ta to, tur nip
(pō-tā'tō) (tŭr'nĭp)

Place special emphasis upon the correct pronunciation of *turnip*. This will tend toward its correct spelling.

Review: turkey (140), cook (108), book, look

Review also the words taught in Lesson 142.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scêne, êvent, ědge, novêl, refêr;
rĭght, sĭn; cōld, ôbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 145

Teach: a head, a long
(á-hěd') (á-lông')

Review: piece (141), pie (141), eat (105), meat (105), come (126), some (125), playing (36) house (94)

Use *piece* in context. Also *meat* and *some*. Place emphasis upon sounding the *g* in *playing*.

Review also the words taught in Lesson 143.

Lesson 146

Teach: does, they
(dūz) (thā)

These words are frequently misspelled. They should be given more than ordinary attention. See § 22, § 23, Chapter IV.

Review: potato, potatoes, hungry (142), happy (142), them, found (143), round (143)

Review also the words taught in Lesson 144.

Lesson 147

Teach: grand mother, grand father, grand ma, grand pa,
(grānd'muth''ēr) (grānd'fā''thēr) (grānd'mā) (grānd'pā)

Thanks giving, dinner
(thāŋks''gív'ing) (dīn'ēr)

In the pronunciation drill, sound the *d* distinctly in each of the first four words. Review the spelling of *mother* and *father* with some drill on their correct pronunciation, especially for children accustomed to a foreign language. Sound the final *g* distinctly in the word *Thanksgiving*. In the oral drill, emphasize the *n* in the last syllable of *dinner*. Do not sound it, however, in pronouncing the word.

Review also the words taught in Lesson 145.

Lesson 148

Ask a number of the pupils to pronounce from the book, or better still from memory, the words they have found hardest. Write these on the black-board and re-teach them in accordance with the outline of steps as given in *Suggested Lesson Plan B*, page 56. Encourage each pupil to consider the words which he finds hardest as his own personal problems. Commend him for every effort made to master these words.

Review the words taught in Lesson 146.

bōot, fōot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Frequent drills in the lower grades on the technique of correct procedure in independent study is the best possible insurance against waste of effort and unsatisfactory results in spelling in the upper grades.

Lesson 149

Teach: peo ple
(pē'pl)

Have this word pronounced in context and spelled orally; for example:
*I see five **people**, p-e-o—p-l-e; What funny little **people**, p-e-o—p-l-e!*

Review: funny people, dinner (147), does (146), apples (109), hungry
What (80) funny little people!

Review also words taught in Lesson 147.

Lesson 150

Teach: who
(hōō)

See *Suggested Lesson Plan B*, page 56.

Review: Who can they (146) be (94)?

turkey (140), ahead (145), potatoes, turnips (144), coming, along

Have a pupil pretend to be the turkey. When he marches up ask him to tell his name and spell it, "*turkey, t-u-r—k-e-y.*" Have a half dozen pupils play that they are potatoes. As they march up ask each one to tell what he is and spell his "name." "I am a *potato, p-o—t-a—t-o.*" Then have them all say, "*We are **potatoes**, p-o—t-a—t-o-e-s.*" Have several pupils repeat this performance with *turnips*. See § 22, Chapter IV.

Lesson 151

Teach: vis it, that
(v'iz'it) (thăt)

Review: a Thanksgiving (147) visit. Why (93) are grandfather (147) and (28) grandmother (147) so (77) happy? How can (3) you play (36) the story that the picture has to tell (21)?

Have the pupils suggest a plan for playing the story the picture has to tell.

This picture furnishes a good basis for the development of idiomatic sentences by the pupils and for practice in the kind of oral composition which will prepare the way for story and letter writing in later grades. The best sentences or short oral compositions may be written on the blackboard by the teacher. See § 47, § 48, Chapter IV.

Review also word taught in Lesson 149.

âte, senâte, râtre, căt, locâl, fâr, âsk, párade; scêne, êvent, êdge, novêl, refêr;
right, sín; cöld, ôbey, córd, stóp, cômpare; ûnit, ûnite, búrn, cút, focûs, menû;

Lesson 152

Teach: sometimes
(sŭm'tîmz')

See § 24, Chapter IV.

Review: A story can be told (26) by a picture (133). Every picture in this (82) book has (31) a story to tell.

See § 23, § 43, Chapter IV.

Review also word taught in Lesson 150.

Lesson 153

Review: Try to find (78) the story in each (100) picture that you see (59).

Review also words taught in Lesson 151.

Make this lesson an occasion to have the class take a good look at each of the pictures in the spelling book up to page 54.

Ask them to give an appropriate name to every one of the stories suggested by these pictures.

Lesson 154

Teach: when, as
(hwĕn) (ăz)

When is a really difficult word for many pupils. See § 13, § 14, § 22, § 23, Chapter IV.

Review: When you (41) have found the (1) story, tell it as well (21) as you can.

Encourage pupils to dramatize these stories and to drill each other on the spelling of all the hard words. See Lesson 150 above; also see Step II, *Suggested Lesson Plan B*, page 57.

Review also word taught in Lesson 152.

Have pupils tell the class what words they have recently reviewed and how they have re-studied these words.

Lesson 155

Review: almost, making (99), taking (99), back, black, tack, track

See § 24, Chapter IV.

Lesson 156

Teach: child, chil dren
(chîld) (chîl'drĕn)

Give special attention to the very distinct enunciation of the *d* in *child*, and to the correct pronunciation of the last syllable in *children*.

bōōt, fōōt; found; boil; functiōn; chase; good; joy; *then*, thick; hw = wh as in *when*; zh = z as in *azure*; kh = ch as in *loch*. See *pronunciation key* in Appendix.

Review: basket (109), turkeys, people (149), potatoes, does

Review also words taught in Lesson 154, See § 43, Chapter IV.

Lesson 157

Review: Thanksgiving (147) dinner, piece, pie, dish, wish, beg, leg, hid, hide

Lesson 158

Teach: load, road
(lōd) (rōd)

Use the word *road* in context; for example: *He went down the road.* Do not refer to nor suggest any wrong way of spelling this word. See § 11, § 12, Chapter IV.

Review: they, them, word, does, ahead, along, hungry, please

Review also words taught in Lesson 156.

Lesson 159

Teach: door, floor
(dōr) (flōr)

Review: grandfather (147), grandmother, fine, mine

Lesson 160

Teach: block, clock
(blōk) (klōk)

See *Suggested Lesson Plan B*, page 56.

Review: where, there, each, reach

Have pupils pronounce and spell *where* and *there* in context.

Review also words taught in Lesson 158.

Conduct a very informal discussion with the members of the class on the answer to each of the questions in this lesson in the spelling book.

Lesson 161

Teach: sled, drum, boots
(slēd) (drūm) (bōōtz)

Review: child (156), children (156), give, gave, grow, know, a piece (141) of cake

Review also words taught in Lesson 159.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ēdge, novēl, refēr;
right, sîn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

In the lower grades, it is well to give a period now and then to an informal discussion of each child's method of studying the spelling of typical difficult new words. Each child should be made conscious of the steps in his own procedure in learning words. If the procedure is a faulty one, improvements should be suggested and illustrated.

Lesson 162

Teach: Christ mas, stock ings
(krĭs'mās) (stōk'ingz)

Have pupils spell *Christmas, Capital C-h-r-i-s-t—m-a-s*, and *stockings s-t-o-c-k—i-n-g-s*. See § 24, Chapter IV.

Review: every, first (91), found, round, load (158), road (158)

Review also words taught in Lesson 160.

Lesson 163

Teach: a lone, a sleep
(ā-lōn') (ā-slēp')

Review: when (154), under, block, clock, door (159), floor (159)

Review also words taught in Lesson 161.

Lesson 164

Review: Do (87) you know this funny (137) little (50) old man?
What is his name?

Review also words taught in Lesson 162.

Lesson 165

Teach: San ta, Claus, done
(sān'tā) (klōz) (dūn)

Have pupils spell *Santa Claus, Capital S-a-n—t-a, Capital C-l-a-u-s*, and *done, d-o-n-e*. See § 24, Chapter IV.

Review: working away (11), almost (115) done
happy children, fast (70) asleep, Christmas (162) tree

Encourage pupils to dramatize this story and to drill each other on the spelling of the more difficult words. See Step V, *Suggested Lesson Plan B*, page 58.

Review also words taught in Lesson 163.

bōōt, fōōt; found; boil; funtion; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See pronunciation key in Appendix.

Lesson 166

Teach: horn, can dy, doll
(hörn) (kǎn'dī) (dōl)

Review: boots, black, books, sled (161), full, pack

Lesson 167

Teach: car ry, much, such
(kǎr'ŷ) (mŭch) (sŭch)

The words *much* and *such* are very troublesome. Adequate drill on the *u-c-h* letter sequence will be the most satisfactory preventive treatment. Do not refer to any wrong way of spelling either of these words.

Review: block, clock, six stockings (162), door, floor

Why does (146) he carry such a big load?

Review also words taught in Lesson 165.

Lesson 168

Teach: bus y, down
(bīz'ŷ) (doun)

The word *busy* is an extraordinarily troublesome word. Adequate drill on the *u-s-y* letter sequence is suggested as a preventive treatment. Use the word in phrases or sentences; for example: *busy hands*, *busy people*, *busy hour*, *He is a busy man*.

Review: they, them, grandpa (147), grandma (147), good people.

Review also words taught in Lesson 166.

Lesson 169

Review: work, worked, working, wish, wished, wishing

Give special attention to drill on the distinct enunciation of the *g* in *working* and *wishing*.

Review also words taught in Lesson 167.

Lesson 170

See *Suggested Lesson Plan B*, page 56.

Review: went, sent (111), horn, doll, much (167), such (167), load, road, round (143), found (143), alone, asleep

Review also words taught in Lesson 168. See § 43, Chapter IV.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ēdge, novēl, refēr;
rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 171

Teach: eat en, left
(ē't'n) (lēft)

See § 18, § 19, § 20, § 21, Chapter IV.

Review: There was (82) old (126) Santa Claus (165) busy (168) at work.
We have eaten the candy and nuts that he left.

Lesson 172

Review: does, dishes, worked, coming, carrying, every, visit (151)

Lesson 173

Teach: keep, deep, peep
(kēp) (dēp) (pēp)

Review: ahead, alone, ready (115), round

Review also words taught in Lesson 171.

Lesson 174

Review: horn, drum, boots, rabbit, spell, when, where

Lesson 175

Teach: shed
(shēd)

In the oral drill give short quick emphasis to the *e*, *s-h-e-d*.

Review: busy (168), children, sled, door (159), floor

See § 30, § 31, § 32, Chapter IV.

Review words taught in Lesson 173.

Lesson 176

Teach: lake, shake
(lāk) (shāk)

Review: make (81), take (81), peep (173), asleep

Lesson 177

Teach: run ning, an oth er
(rūn'ing) (ā-nūth'ēr)

See § 16, Chapter IV. In dwelling on the word *running*, place emphasis on the second *n*, *r-u-n—n-i-n-g*, but in pronouncing the word, do not sound

bōōt, *fōōt*; *found*; *boil*; *function*; *chase*; *good*; *joy*; *then*, *thick*; *hw* = *wh* as in *when*; *zh* = *z* as in *azure*; *kh* = *ch* as in *loch*. See *pronunciation key* in Appendix.

the second *n*. Place emphasis also on the distinct enunciation of the second syllable in *another*, especially with children accustomed to speaking a foreign language.

Review: deep (173), keep (173), saw (11), yes, much, such

Please give me a ride on (11) your (41) sled.

Review also word taught in Lesson 175.

Lesson 178

Review: making, taking, potatoes, dinner (147), hungry (142), people, lake, shake (176), alone, every (132), asleep, working, stockings, candy, visit, under (106)

See § 23, § 24, § 25, § 26, § 27, § 28, § 43, Chapter IV.

Review also words taught in Lesson 176.

Lesson 179

Review words taught in Lesson 177. Discuss informally with the class the specific difficulties which their spelling has presented, and then discuss with them efficient methods for the review of particular hard words.

Lesson 180

Teach: after noon, having, close, behind
(ăf'tēr-nōon') (hăv'ing) (klōs) (bē-hīnd')

Have pupils practice the correct pronunciation of all of these words.

Review: ahead (145), another (177) ride, as fast (70) as he can (3), trying to (86) keep up, having a good time, down (168) the hill (48)

This lesson marks the completion of the first half of the second year's work. If there is any time left before the class promotions take place the teacher may well devote it to a systematic and thoroughgoing review of the words which she has kept in her spelling pocket. See § 43, Chapter IV.

Lesson 181

Satisfy yourself before beginning the work of the second half of the second year that the members of the class have gained some mastery of an efficient plan of study. Review with them the plan suggested on page 32. From this point on the method of learning to spell through practice in writing can play an increasingly important part. All efforts at written spelling must be carefully supervised. See § 5, § 6, § 7, § 8, § 44, Chapter IV. See page 60.

âte, senâte, râtre, cât, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, relêr; rîght, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, búrn, cût, focûs, menü;

Teach: coat, cap, wear
(kōt) (kăp) (wâr)

See *Suggested Lesson Plan B*, page 56, and § 1, Chapter IV. Also § 13, § 14, Chapter IV. See also page 60.

The word *wear* is a troublesome one. Be sure pupils pronounce this word distinctly and know its meaning. See § 9, § 10, Chapter IV. Do not refer to nor suggest any wrong way of spelling this word.

Review: snow, blow, sled, shed (175), ride, slide

See *Partial Lesson Plan B*, page 59.

Lesson 182

Teach: bark, dark
(bărk) (dărk)

See *Partial Lesson Plan B*, page 59.

Review: keep, deep, snowed, snowing, load (158), road

Review also words taught in Lesson 180.

Lesson 183

Teach: arms, a round, neck
(ărmz) (ă-round') (nĕk)

Give special attention to drill on the correct pronunciation of *around*. Sound the *d* distinctly.

Review: fly, flying, running (177), along, started (97), having (180)

Review also words taught in Lesson 181.

Lesson 184

Review: house, afternoon (180), each, where, coming, carrying, close, around (183)

Review also words taught in Lesson 182.

Lesson 185

Teach: bright, light, might, right, fight, night, sight, tight
(brît) (lît) (mît) (rît) (fît) (nît) (sît) (tît)

See *Partial Lesson Plan B*, page 59. Have pupils pronounce these words in phrases or sentences; for example: *a bright light; a bright boy; He used the right word; It was a dark night; It was a funny sight; My collar is too tight;* See § 9, § 10, Chapter IV.

Review also words taught in Lesson 183.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 186

Review: Hold (26) on tight (185) with all your might (185), As we (72) go (77) flying down the (1) hill.

Lesson 187

Teach: made, like
(mād) (lik)

Before teaching *made*, see § 11, § 12, Chapter IV.

Review: left, right (185), who (150), gives (128), liked, much, such

Review also words taught in Lesson 185.

(On the assumption that the teacher has become thoroughly familiar with *Suggested Lesson Plan B*, less frequent reference will be made to it hereafter.)

Lesson 188

Teach: been, drop, stop, clap, boat
(bĭn) (drŏp) (stŏp) (klăp) (bŏt)

Before teaching *been* see § 11, Chapter IV.

Review: has, have (19) been, cap, coat

Lesson 189

Teach: sit ting, jump, rid ing
(sit'ing) (jŭmp) (rĭd'ing)

See § 16, § 17, Chapter IV. Have pupils practice the oral spelling of *sitting* as follows: *sitting*, *s-i-t—t-i-n-g*.

Review: down, like, around, happy, bright (185), light (185)

Review words taught in Lesson 187.

Endeavor to impress upon every child in the class the fact that the suggestion printed in line border in his text is addressed personally to him.

Lesson 190

Teach: read, lead, leave
(rĕd) (lēd) (lēv)

Do not refer to nor suggest in this grade any wrong way of spelling these words. Drill on the pronunciation and the letter sequence of the word *leave*.

Review: reading, went (190), leading, each (100), bark, dark

Review also words taught in Lesson 188.

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, êvent, ědge, novêl, refêr;
rĭght, sĭn; cŏld, ôbey, cŏrd, stŏp, cŏmpare; ŭnit, ŭnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 191

Teach: about, across, above
(ă-bout') (ă-krôs') (ă-bŭv')

Suggest that *across* is *cross* with an *a* at the beginning. This word is frequently misspelled by reason of its being so frequently mispronounced. Pupils should not be allowed to attempt to spell it until they are able to pronounce it correctly.

Review: arms, neck, deep, keep, alone, made (187)

Review also words taught in Lesson 189.

Lesson 192

Teach: doing, hard, card
(doo'ing) (hărd) (kărd)

In the oral spelling drill on *doing*, emphasis should be placed as follows:
d-o—i-n-g.

Review: done (165), might, right, does, meat (105), neat (105)

Review also words taught in Lesson 190.

Reread § 18, § 19, § 20, § 21, Chapter IV. Give the pupils a simple explanation of the reason which lies back of the suggestion printed in line border in their spelling books. See § 44, Chapter IV.

Lesson 193

Teach: al ways, here, want
(ól'wăz) (hēr) (wânt)

The word *always* is very troublesome. "It has two syllables and two letters in the first syllable." The word *here* is not a hard word if associated with its proper use; for example, *We are here*. See § 11, § 12, Chapter IV.

Review: riding (189), like, leave (190), been (188), read (190), lead (190)

Review also words taught in Lesson 191.

Lesson 194

Teach: morn ing, be fore
(mór'ning) (bē-fôr')

Have pupils pronounce *before* in sentences; for example: *He will come before morning; School will close before Christmas*.

Review: afternoon, night (185), tight, behind, sitting (189), leading

See § 30, § 31, § 32, Chapter IV.

Review words taught in Lesson 192.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, *thick*; *hw* = *wh* as in *when*; *zh* = *z* as in *azure*; *kh* = *ch* as in *loch*. See *pronunciation key* in Appendix.

Lesson 195

Teach: fire, melt, warm
(fīr) (mēlt) (wōrm)

The word *fire* is a monosyllable... If pupils are taught to pronounce it correctly while learning to spell it they will be less likely to misspell it.

Review: about, close, across (191), drop, above, doing (192)

Review also words taught in Lesson 193.

Lesson 196

Teach: could, should
(kōōd) (shōōd)

Review: Could you make a snow child who could run (88) and (28) jump about and play? Should you like to try?

Review words taught in Lesson 194.

Lesson 197

Teach: feet
(fēt)

Review: wear (181), coat (181), sled (161)

Review also words taught in Lesson 195.

Lesson 198

Teach: would
(wōōd)

See § 11, Chapter IV.

Review: should (196), could (196), always (193)

Review also words taught in Lesson 196.

Lesson 199

Teach: white, from, head, foot
(hwīt) (frōm) (hēd) (fōōt)

See *Suggested Lesson Plan B*, page 56.

Give sufficient drill on the correct pronunciation of *white*.

Review: busy (168) all morning (194), had fun (88), night before (194)

Review also word taught in Lesson 197. See § 43, Chapter IV.

(Reread § 5, § 6, § 7, § 8, Chapter IV).

âte, senâte, râtre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cōld, ôbey, cōrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in Lesson Treatments.

Lesson 200

Teach: us
(ŭs)

Review: Do not (81) run away from us. Please (128) stop. Please come (126) back. We want you (41) to stay here (193) always and play (36) with (106) us.

Review also word taught in Lesson 198.

Give all possible encouragement to pupils who show a willingness to "make up a story" suggested by this picture. See § 5, § 6, § 7, Chapter IV.

Lesson 201

Teach: goes, go ing, gone
(gōz) (gō'ing) (gōn)

Have pupils write *goes*, repeating the *g-o-e-s* while they write. In the oral spelling of *going* place emphasis as follows: *g-o—i-n-g*. Stop abruptly and long after the *o* and then emphasize the *i* in spelling the last syllable.

Review: does (146), doing, done

Review also words taught in Lesson 199.

Lesson 202

Teach: cheeks
(chēkz)

Review: fire (195), warm (195), from, running (177), another

Review also word taught in Lesson 200.

Lesson 203

Teach: called, a gain
(kōld) (ā-gēn')

Avoid the tendency to mispronounce *again* in order to make its spelling easier.

Review: The children (156) called again and again, but the snow child would (198) not come back.

They (146) ran after (5) him, but they could not keep (173) up with him.

Review also words taught in Lesson 201.

bōot, fōot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 204

Teach: small, small er
(smôl) (smôl'ēr)

Review: card, hard (192), foot, feet (197)

Review also word taught in Lesson 202.

Lesson 205

Teach: were, glad
(wûr) (glăd)

Have the word *were* pronounced in context; for example: *We were glad when father came home.*

Review: sled, shed (175), fight (185), sight (185)

Review also words taught in Lesson 203.

Lesson 206

Teach: soon, moon
(sōon) (mōon)

Review: bark, dark, much (167), such (167)

Review also words taught in Lesson 204.

Lesson 207

Teach: said, must, if
(săd) (müst) (if)

The word *said* is a troublesome one. Give sufficient drill to the letter sequence *a-i-d* with special emphasis on the *a-i*.

Review: The snow child said, "Do (87) you not know that if I stay here, I must grow smaller as the sun (88) grows warmer?"

My cheeks no (77) longer will (48) be full and (28) bright (185)."

Review also words taught in Lesson 205.

Lesson 208

Teach: slow ly, noth ing, home, north
(slō'ly) (nŭth'ing) (hōm) (nŏrth)

The word *nothing* calls for considerable drill.

âte, senâte, râre, căt, locâl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cöld, ôbey, cöld, stöp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Review: "Slowly I should melt, and at last (70) there would be nothing left of (54) me.

"I must hurry away (11) to my home in (42) the north."

Soon he was out of sight.

Review words taught in Lesson 206.

Lesson 209

Teach: hope, of ten, our, just
(hōp) (ōf'n) (our) (jŭst)

Before teaching *often*, see § 25, Chapter IV. Avoid any tendency to mispronounce this word in order to make its spelling easier. Since this word is spoken and written so frequently, it is important that both its correct pronunciation and its spelling be given emphasis.

Before teaching *our* see § 11, § 12, Chapter IV. The difficulty with the spelling of *just* grows, for the most part, out of incorrect pronunciation.

Review: come back to us, children said, hope to see (59), were (205) so (77) glad, could (196) run (88) about

Review also words taught in Lesson 207.

Do everything possible to emphasize the value of the suggestions printed in line border in the spelling textbooks.

Lesson 210

Teach: because
(bē-kōz')

See *Suggested Lesson Plan B*, page 56.

The chief difficulty with *because* is the final *e*. Drill on the oral spelling which accompanies the writing of the word about as follows: *b-e-c-a-u-s-e*. Give considerable vocal emphasis to the final *e*.

Review: again (203), head, who (150), were, always

Review words taught in Lesson 208.

Lesson 211

Teach: car, far, once
(kār) (fār) (wŭns)

The word *once* is "hard all over." Have pupils write *once* upon a time—and write it attentively several times. See § 44, Chapter IV.

Review: coming, going (201), goes (201)

Review also words taught in Lesson 209.

bōot, fōot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 212

Teach: south
(south)

Review: above, across, doing, does, done

Review also word taught in Lesson 210.

Lesson 213

Teach: wind, then
(wind) (thên)

Review: the warm (195) south, children were (205) glad, once (211) again,
had gone back to his (1) home, far in the north (208), when,
because (210)

Have pupils form complete sentences using these phrases.

Review also words taught in Lesson 211.

Lesson 214

Review: here, there where (122), before, behind, from

Review also word taught in Lesson 212.

Lesson 215

Teach: for get, for got, cor ner
(fôr-gét') (fôr-gôt') (kôr'nêr)

See § 13, § 14, Chapter IV.

Review: gone, often (209), nothing (208)

Review words taught in Lesson 213.

Lesson 216

Teach: help, held, put
(hêlp) (hêld) (pôot)

Review: hope, our (209), once

Lesson 217

Teach: win ter
(wîn'têr)

Review: on (11) that cold (26) winter day (36), child ran away, will not (81)
forget (215), now and (28) then, love him still (48)

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, évent, édge, novêl, refêr;
right, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bârn, cút, focus, menü;

Have children form complete sentences, using these phrases, to complete the story begun on page 71. See § 5, § 6, § 7, Chapter IV.

Review new words taught in Lesson 215.

Lesson 218

Teach: bet ter, than, both
(bĕt'ēr) (thăn) (bōth)

Before teaching *better*, see § 25, Chapter IV. Have *than* and *both* pronounced in context by many different pupils. Sentences suggested: *He is older than I; We are both young.*

Review: close, busy, because, corner (215), hard, card

Review also words taught in Lesson 216.

Lesson 219

Teach: bank, thank
(bănk) (thănk)

Review: they (146), know (124), does, done (165), piece (141), pie (141)

Review also word taught in Lesson 217.

Lesson 220

Teach: aunt, un cle, helped
(änt) (ŭn'kl) (hĕlpd)

See *Suggested Lesson Plan B*, page 56.

The words *aunt* and *uncle* are troublesome. They call for considerable drill, preferably in phrases or sentences: *My aunt and my uncle came to visit us.*

Review: always (193), put (216), held (216), coming (107), having (180)

Review also words taught in Lesson 218.

Call on individual pupils to tell what particular words they have found it necessary to review lately. See § 23, § 24, Chapter IV.

Lesson 221

Teach: wait ing, cross, step
(wāt'ing) (krôs) (stĕp)

Review: roads (158), afternoon (180), jump

Review words taught in Lesson 219.

Lesson 222

Review: doing (192), going, aunt (220), uncle (220), house (94), people (149)

Review also words taught in Lesson 220.

bōot, fōot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 223

Teach: a go, lost, which
(ă-gō') (lôst) (hwîch)

The word *lost* is sometimes confused with another word. Hence the necessity for practice in correct pronunciation of it and for its use by pupils in sentences. *Which* is an exceedingly troublesome word, a "spelling demon." Give considerable drill on the use of this word in sentences. Emphasize its correct pronunciation to such an extent that it cannot be mistaken for the other word with which it is generally confused. Drill on its oral spelling as follows: *w-h-i-c-h*. See § 4, § 13, § 14, Chapter IV.

Review: once (211) there was, long ago, coming home, lost her (1) way, did not know which way (49) to (86) go

Have pupils form complete sentences using these phrases.

Review also words taught in Lesson 221.

Lesson 224

Teach: ver y, toad, fair y
(vēr'ī) (tōd) (fār'ī)

Drill on *very*, *v-e-r-y*. Notice "that *fairy* has *airy* in it."

Review: much, better (218), than (218), going, alone, toad, said (207), must stay here, a good fairy, he could call, would know where

See § 5, § 6, § 7, Chapter IV.

Lesson 225

Teach: clean, new, dress
(klēn) (nū) (drēs)

Have *new* pronounced in phrase or sentence; make no reference to the fact that there is another word pronounced the same way but spelled differently. Prevent confusion by teaching this word as it should be used in sentences in writing; for example: *I have a new watch; You live in a new house.*

Review: wait (221), baby, car, far, hurry, carry (167)

Review also words taught in Lesson 223.

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; rîght, sîn; còld, ôbey, còrd, stòp, còmpare; ûnit, ûnite, hûrn, cût, focûs, menû;

When a pupil has misspelled a word, whether orally or in writing, do not call his attention to the wrong form. Drill on the correct form of the word.

Lesson 226

Review: cross (221), because, often (209), head, foot, feet

See § 31, § 32, Chapter IV.

Review also words taught in Lesson 224.

Lesson 227

Review: across (191), along, again (203), always, forget (215), forgot

Review also words taught in Lesson 225.

Lesson 228

Have each member of the class write out in correct form, a list of words which have been hardest for him or her. Place a representative list of such words on the blackboard and have the class check to see which words have occurred on the largest number of lists. Check these words with the list you have kept in your spelling pocket. (See § 43, Chapter IV.) Develop the idea that words are by no means of equal difficulty. See § 23, § 24, § 25, § 26, § 27, § 28, Chapter IV.

Lesson 229

Teach: soap
(sōp)

Review: clean (225), lost (223), first (91), fairy (224), picture (133), another (177)

See *Suggested Lesson Plan B*, page 56.

In the search for lesson helps, it is well to turn back to the lessons numbered in parenthesis after each of the hard words listed for review in this lesson.

Lesson 230

Review: morning, nothing, having, going, riding (189), helping (216), has (31), been (188)

(In all written work done by pupils in this grade, keep in mind § 5, § 6, § 7, Chapter IV.)

bōt, fōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 231

Teach: blue
(blōō)

See § 11, § 12, Chapter IV.

Review: dress (225), new (225), doll, aunt, uncle, north, south, visit (151)
very (224), dark, said

Review word taught in Lesson 229.

Lesson 232

Teach: cit y
(sīt'ī)

Review: some (125), him, made (187), help, held, does (146), hope, soon

See § 44, Chapter IV.

Lesson 233

Teach: doe tor
(dōk'tēr)

See § 28, Chapter IV.

Review: we, know, busy (168), ear, far, wait, bank, thank

Review also word taught in Lesson 231.

Lesson 234

Teach: flag, coun try
(flāg) (kūn'trī)

Review: our flag, our country

The flag that we (72) love

is the (1) red (38), white (199), and blue (231)

Review also word taught in Lesson 232.

Lesson 235

Teach: ate, gate, late
(āt) (gāt) (lāt)

Have pupils pronounce *ate* in sentence: *I ate the apple.*

Review: give, said, wanted

Review word taught in Lesson 233.

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ēdge, novēl, refēr;
right, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Lesson 236

Review: which (223), corner, dark, city, doctor (233), because (210)

Review also words taught in Lesson 234. See § 44, Chapter IV.

Lesson 237

Teach: bite, write
(bīt) (rīt)

Have pupils pronounce *write* in sentences. This word calls for considerable drill and review in context.

Review: white, wear (181), clean, dress

Review also words taught in Lesson 235.

Lesson 238

Review: would (198), better, than, new, should, having, made, flag, could, very, just (209), must

Lesson 239

Teach: an y
(ĕn'ĭ)

This is a very troublesome word. Its mastery calls for considerable drill and review in writing it in context: *Any pupil can learn to spell any.*

Review: many (54), busy, people, both (218), before (194)

Review words taught in Lesson 237.

Lesson 240

Teach: grass, bunch, flow ers
(grās) (bŭnch) (flou'ērz)

See *Suggested Lesson Plan B*, page 56.

Review: blue, bite, write (237)

See § 43, Chapter IV.

Lesson 241

Review word taught in Lesson 239.

Have each pupil submit a list of words, correctly written from his text, which he or she has found difficult. Place several of the most troublesome of these on the blackboard. Devote a few minutes to a discussion of associations which will help pupils to remember the correct spelling of any of these words before drilling on the words. See § 29, Chapter IV.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then, thick*; hw = wh as in *when*; zh = z as in *azure*; kh = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 242

Teach: need, seed
(nēd) (sēd)

Review: doctor, country (234), stop, drop, ate (235), late
Review also words taught in Lesson 240

Lesson 243

Teach: have to
(hāv tōō)

Here is a very difficult word combination. It has been so generally mispronounced that pupils will need much practice in pronouncing it correctly and in writing it in sentences, such as: *We shall **have to** be there at twelve o'clock.*

Review: have (19), been (188), aunt (220), uncle (220), many, any (239), knows, better (218)

See § 44, Chapter IV.

Lesson 244

Teach: al read y, a mong, salt, dig
(ól-rēd'y) (ā-mŭng') (sôlt) (dĭg)

Already is a very frequently misspelled word. To teach it effectively requires the utilization of all possible sensory avenues. See § 18, § 19, § 20, § 21, Chapter IV.

Review: again, said, white (199), write (237)

Review also words taught in Lesson 242.

Take a few minutes for an effective review with the class, textbooks in hand, on the way to learn to spell as outlined on page 32 in their books.

Lesson 245

Teach: dan de li on, yel low, its
(dăn'dē-lī'ŭn) (yēl'ō) (Its)

Suggested association for *dandelion*: The middle letter of *dandelion* is *e*.
Suggested association for *yellow*: The *yellow* dandelion grows *low* on the ground.

Review: yellow as gold (26), holds up its head

Which is the wind that brings the winter (217)? Which wind brings the grass and (23) the flowers (240)?

Review also words taught in Lesson 243.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, novĕl, refĕr;
rĭght, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focŭs, menŭ;

Lesson 246

Teach: leaf, leaves, ear ly, stems, bunch es
(lēf) (lēvz) (ūr'ly) (stēmz) (bŭnch'čz)

Give attention to drill upon correct pronunciation of *leaves*. See § 13, § 14, Chapter IV.

Review: because, smallest, among (224), already (244)

Review also words taught in Lesson 244.

Lesson 247

Review: "The children (156) are (41) coming,"

The old (26) flower said (207).

"If you want them (127) to find (78) you,

Just hold (26) up your (41) head."

Review also words taught in Lesson 245.

Lesson 248

Teach: I'll, face, can not, that's
(īl) (fās) (kăn'nŏt) (thătz)

Write on the blackboard a number of colloquial sentences formed by the children, each containing the word *I'll*, such as: *I'll go for a pail of water*. Show how the *wi* disappears in the haste with which the shorter word is formed. Explain that the apostrophe (') is to mark the place where *wi* once was. "Notice that *cannot* is the two words *can* and *not* pushed together so as to make one word."

Review: Said one (53) little (50) flower,

"I'll keep my face hid.

Then they cannot find me."

And that's just what (80) she did (19).

Review words taught in Lesson 246.

Lesson 249

Teach: branch
(brānch)

Review: bush, bushes, stem (246), leaf (246), dandelion (245), yellow (245), branches, seed, need (242)

See § 32, Chapter IV.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

In oral spelling drill, care must be taken by the teacher to prevent the misspelling of words, since such misspellings, heard and practiced, may have the effect of a class drill on the wrong form.

Lesson 250

Teach: box, bowl, cup
(bɔks) (bɔl) (kʌp)

See *Suggested Lesson Plan B*, page 56.

See § 28, Chapter IV.

Review: soap (229), boxes, piece (141), pie, ate (235), both

Review also words taught in Lesson 248.

Lesson 251

Teach: only, other, easy
(ɒn'li) (ʊð'ər) (ēz'i)

Review: any (239), many (54), city, then (213), each, said

Review also word taught in Lesson 249.

Conduct a short informal discussion with the class in developing a satisfactory answer to the questions asked in their textbooks.

Lesson 252

Teach: learned, lesson
(lɜrnd) (lē's'n)

See § 18, § 19, § 20, § 21, Chapter IV.

Review: already, among, cannot (248), could (196), would, should (196)

Review also words taught in Lesson 250.

Lesson 253

Teach: burn, burned, broke, broken
(bɜrn) (bɜrnd) (brɔk) (brɔ'kn)

Drill on *b-u-r-n*, *b-u-r-n-e-d*, and then have these words written in context. See § 24, Chapter IV.

Review: leading (190), reading (190)

Review also words taught in Lesson 251.

âte, senâte, râre, cât, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; còld, òbey, còrd, stòp, còmpare; ùnit, ùnite, bùrn, cùt, focùs, menü;

Generally speaking, emphasis should be placed upon oral spelling (auditory and speech-motor methods of drill) in the case of younger pupils.

Lesson 254

Teach: build, built, rang, sang
(bīld) (bīlt) (rāng) (sāng)

Drill on *b-u-i-l-d* and have it written in several sentences; then on *b-u-i-l-t* and have it written in several sentences. For caution see § 44. Chapter IV.

Review: easy (251), early (246)

Review also words taught in Lesson 252.

Lesson 255

Teach: dozen
(dūz'n)

See § 22, Chapter IV.

Review: one (53), two (53), three (53), four (53), five (53), six
Two times six make (81) a dozen.

Review also words taught in Lesson 253.

Lesson 256

Teach: thing, sting, swing
(thīng) (stīng) (swīng)

Review: learned (252), lesson (252)

Review also words taught in Lesson 254.

Lesson 257

Review: which (223), better, both, here (193), before

Review also word taught in Lesson 255.

Lesson 258

Teach: win, skin, spin, mice nice
(wīn) (skīn) (spīn) (mīs) (nīs)

†See *Partial Lesson Plan B*, page 59.

Review words taught in Lesson 256.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; *hw* = wh as in *when*; *zh* = z as in *azure*; *kh* = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 259

Teach: most, nose, none
(mōst) (nōz) (nūn)

"None means no one, which is the way we sometimes write it, but it takes one less *o* to write it *none*, and we have one less word to write."

Review: have to (243), dozen, branches, among, build (254), built (254)

Lesson 260

Teach: yes ter day, to-day
(yēs'tēr-dā) (tōō dā')

See *Suggested Lesson Plan B*, page 56.

See § 13, § 14, § 28, Chapter IV.

Review: only (251), other (251), country, thing, burned (253), early, swing, easy, broke

Review also words taught in Lesson 258.

Lesson 261

Review: bright, might, sight, tight (185), right (185), night (185), light (185), fight

Review also words taught in Lesson 259.

Lesson 262

Teach: spill
(spīl)

Review: hill (48), mill (48), still (48), bill, fill (48), till, will (48)

Review words taught in Lesson 260.

Lead the pupils to find the answer to the question in the textbook by referring them, if necessary, to page 32.

Lesson 263

Teach: wind mill, wood en, shoes
(wind'mīl') (wōōd'n) (shōōz)

He keeps his *t-o-e-s*, *tocs*, in his *sh-o-e-s*, *shoes*. See § 28, Chapter IV.

Review: another land (28), wearing wooden shoes, have to, country (234), which

See § 48, Chapter IV.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, novĕl, refēr;
rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Lesson 264

Teach: race
(rās)

Review: dozen, none (259), face, nice, bite
Review also word taught in Lesson 262.

Lesson 265

Review: busy, already, blue (231), dress (225), clean (225), shoes (263)
Review also words taught in Lesson 263.
See § 43, Chapter IV.

Lesson 266

Teach: end, bend, send, lend
(ěnd) (běnd) (sěnd) (lěnd)

Review: build, built
Review also word taught in Lesson 264.

Lesson 267

Teach: class, desk, add, pa per, pen cil, e ras er, read er, page
(klās) (děsk) (ăd) (pā'pēr) (pěň'sil) (ě-rās'ēr) (rēd'ēr) (pāj)
See § 23, § 24, § 26, § 27, Chapter IV.

Review: eard

Lesson 268

Teach: cent, for
(sěnt) (fôr)

The chief difficulty with these words is that of associating them with their proper meaning and use. There should, therefore, be considerable drill in writing them in short sentences. See § 9, § 10, Chapter IV.

Review: Pencils (267) sell (21) for one (53) cent each, or six pencils for five (53) cents.

Review also words taught in Lesson 266.

Lesson 269

Review: At school (91) I always try:

To do (87) my best,

To keep my desk (267) neat,

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

To keep my books clean,
 To know my lessons well,
 To learn to spell the words (132) I need to (186) write.

Review words taught in Lesson 267.

Lesson 270

Make the review of this list and the one on page 30 as comprehensive, complete and thoroughgoing as possible, covering several days if time permits. Give special attention to the words which have been hardest for this particular class or group of pupils. See § 23, § 43, Chapter IV. Assign pupils in pairs to drill each other on the oral spelling by syllables of the words in a given column. See Step V, *Suggested Lesson Plan B*, page 58. Each child may then pronounce the words so that the other may have practice in writing them. Then on the following day give a written test, pronouncing the words in sentences. Let it be known in advance that each pair will compete with every other pair. Commend every pupil whose partner has made a perfect score. Give the best spellers every possible incentive for bringing the others up to standard.

Review List

about	before (194)	carrying	doing (192)
above	began (97)	cents (268)	done (165)
across (191)	begun	child (156)	door (159)
afternoon (180)	behind (180)	children (156)	down (168)
again (203)	better (218)	Christmas (162)	dozen (255)
ago	black	city (232)	dress (225)
ahead (145)	blue (231)	class (267)	drop
almost (115)	books	clean (225)	each (100)
alone	both (270)	clock	early (246)
along	boxes	close	easy (251)
already (244)	branches	come (126)	eaten (171)
always (193)	bright (185)	coming (107)	eating (105)
among (244)	broke	corner (215)	eraser (267)
another (177)	broken	could (196)	every (132)
any (239)	build (254)	country (234)	fairy (224)
apple (109)	built (254)	cut	feet (197)
around (183)	burn (253)	dark	fight (185)
asleep	burned (253)	deep (173)	fine (119)
ate (235)	busy (168)	desk (267)	fire (195)
aunt (220)	came	dinner (147)	first (91)
be (94)	cannot (248)	dish	flag
because (210)	cards	doctor (233)	floor (159)
been (188)	carry (167)	does (146)	flower (240)

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, évent, ědge, novĕl, refĕr;
 ȕght, sĭn; cöld, ôbey, côrd, stôp, cômpare; ũnit, ũnite, búrn, cŭt, focŭs, menŭ;
 bôot, fôot; found; boil; functĭon; chase; good; joy; then, thick; hw = wh as in
 when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

foot	light (185)	put (216)	them (127)
for (268)	like	rabbit (96)	then (213)
forget (215)	load (158)	reach (100)	there (122)
forgot (215)	made (187)	ready (115)	they (146)
found (143)	mail (103)	right (185)	thick
from	making (99)	road (158)	thing
funny (137)	meat (105)	round (143)	tight (185)
gives (128)	night (185)	running (177)	to-day (260)
glad	mine (119)	said (207)	took
goes (201)	morning (194)	school (91)	trying
going (201)	mouse (94)	seat (105)	turkey (140)
gone	much (167)	shed (175)	uncle (220)
good	must	shells	under (106)
grass	nail (103)	shoes (263)	us
grows	name	should (196)	very (224)
happy (142)	neat (105)	side	visit (151)
hard (192)	need (242)	sight (185)	wait (221)
have to (243)	new (225)	sitting (189)	want
having (180)	nice (258)	sled (161)	warm (195)
head	night (185)	small	wear (181)
held (216)	none (259)	smaller	went (111)
help (216)	north (208)	smallest	were (205)
helped	nothing (208)	snow	when (154)
here (193)	often (209)	some (125)	where (122)
him	once (211)	sometimes (152)	which (223)
home	only (251)	soon	white (199)
hope	or	south	who (150)
house (94)	other (251)	squirrel (96)	why (93)
houses (94)	our (209)	start	winter (217)
hungry (142)	page (267)	stem (246)	wish
hurry	paper (237)	stockings (162)	with (106)
jump	pencil (267)	stop	wooden
just (209)	people (149)	story	work
keep (173)	picture (133)	such (167)	would (198)
know (124)	pie (141)	taking (99)	write (237)
learned (252)	piece (141)	teach (100)	yellow (245)
leaves (246)	please (128)	teacher (110)	yesterday (260)
lesson (252)	potatoes	Thanksgiving (147)	



INTRODUCTION TO THIRD YEAR

It is tremendously important that pupils become increasingly self-directive in their own education. Read with them the method of study suggested on page 2 in their textbooks. Emphasize the importance of (1) self-directed study and (2) self-imposed review.

In developing a method of study, stress the importance of taking a good *look* at the word to identify it and to gain familiarity with its form. Speak of the direct bearing which correct pronunciation has upon correct spelling. Explain what is meant by the suggestion, "Close your eyes and try to see the letters in their places." From the beginning of the third year, the writing of words can be made a powerful aid in learning to-spell-in-writing. Explain that this is really the ultimate and the only real purpose we have in learning to spell. Make it perfectly clear, however, that mere writing of words, unless accompanied by active attention, may hinder, rather than promote, accomplishment in spelling.

Call attention to the "spelling pocket," pasted on the inside of the last cover of the book, for reminding each individual pupil of the particular words he should be sure to restudy and review. Encourage pupils to test each other from time to time in an effort to bring up the spelling standards of the class as a whole. Have an understanding with the class at the beginning of the year that group efficiency in spelling is to be one of the class problems or projects of the year. Encourage each pupil to make the best individual spelling record he is capable of and to assist in making the group score in spelling as high as possible. If these viewpoints and purposes are definitely agreed upon at the beginning of the term, the year's work should be marked by definite results in the mastery of an efficient method of study as well as in the number of words actually learned.

Explain to pupils that spelling is a personal problem for each one of them.

Reread letter on page xii.

Suggested Lesson Plan C

(For Third Year)

STEP I. TEACH SEPARATELY EACH NEW WORD IN THE LESSON:

(1) **Teacher writes the word on the blackboard and then pronounces it distinctly but without exaggeration. The word must not be presented with syllables separated by spaces or hyphens.*** Such procedure would tend to give the pupil a faulty impression of the word as a whole.

(2) **Pupils pronounce the word correctly several times.** The teacher may call upon several pupils in turn and then upon the group in concert.†

(3) **Pupils use the word orally in sentences.** The teacher may call upon several pupils in turn, until it becomes reasonably certain that all members of the class are familiar with the meaning and use of the word.

(4) **Teacher may indicate any troublesome part of the word by tracing it in colored crayon, by underlining it, or by otherwise directing attention to it, but never by calling attention to any wrong way of spelling it.**

(5) **Teacher indicates syllabication of word by pronouncing each syllable and at the same time tracing with pointer an imaginary curved line under it, and then by spelling the word orally, for example, a-l—l-o-w (pausing briefly at the end of each syllable**

* For the convenience of the teacher, the new words in each lesson in this Manual are separated into syllables by spaces. They should not, however, be presented in this manner to pupils.

† Concert work is usually neither valuable nor safe unless it is preceded or followed by individual work.

without pronouncing the syllable). In this step the teacher should pronounce the word before and after each spelling.

(6) Several pupils in turn are called upon to spell the word orally by syllables, as in (5) above.

(7) The entire class with eyes closed, spell the word orally while each endeavors to picture to himself the word as it appears in written form. Then each opens his eyes and compares his "picture" with the word as it is written on the blackboard.

(8) Each pupil writes the word, quietly pronouncing each letter as he writes it, and then compares the word as he has written it with the word as it is spelled on the blackboard or in the book.

STEP II. REVIEW ALL OTHER WORDS OF THE LESSON:

Any or all of the steps indicated in (1) to (8) above may be taken, *if necessary*, in reviewing any difficult word. Emphasis should vary according to the degree of difficulty.

Review also the new words in the lesson second preceding. Give particular attention to any pupils who may have been absent when these words were taught.

STEP III. CONDUCT, FOR A BRIEF PERIOD, INTENSIVE INDIVIDUAL STUDY:

Each pupil studies the words of the lesson from his textbook, following the plan given him on page 2.

STEP IV. TEST:

Teacher dictates the words of the lesson in phrases or short sentences. Sentences should be so formed as to indicate, when possible, the meaning of the word. Example: *My father used an ax to cut down the tree.* If in forming such phrases or sentences, it is necessary

to use words which pupils have not yet learned to spell, these words should be written on the blackboard so that they may be copied. Teacher collects papers for checking.

STEP V. MAKE ASSIGNMENT FOR INDEPENDENT STUDY:

Teacher returns spelling papers of previous day with misspelled words completely obliterated but with correct spelling of these words indicated. (See *Testing Spelling and Checking Errors in the Lower Grades*, page 60.)

Each pupil enters on the list in his spelling pocket the words he has misspelled and reviews these words, following the directions on page 2 in his spelling book. He also reviews in the same manner the words previously written on this list.

In their individual study, pupils should be encouraged to visualize each word, that is, "to close their eyes and try to see the letters in their places," then to look at the word in the book or on the blackboard, and again to close their eyes and try to picture it.

An occasional free study period of a few minutes may be occupied profitably by students assigned in pairs to drill each other on the oral spelling by syllables of the words of the preceding lesson. At least an hour should elapse between the spelling lesson and this study period. In so far as it is possible, each pupil who is weak in spelling should be assigned to study with one who is strong in spelling.

The teacher should so plan all written work that pupils will not be forced by circumstances to guess at the spelling of new or difficult words. See § 5, § 6, § 7, § 8, Chapter IV.

Lesson 271

Read INTRODUCTION TO THIRD YEAR, page 103.

The first lesson period of the Third Year should be spent in familiarizing pupils with the method of study and review as outlined on page 2 of their spelling books. Special attention should be called to the spelling pocket and its correct use. See *Use of the Spelling Pocket*, page 24.

See § 1, § 22, § 44, Chapter IV; also *Suggested Lesson Plan C*, page 104.

Lesson 272

Teach: bow, al low, be gin, be gin ning
(bou) (ă-lou') (bê-gîn') (bê-gîn'ing)

See *Suggested Lesson Plan C*, page 104. See also page 60.

Review: first, lesson (252), yesterday (260), learned (252), which, class (267)

Review also suggestions on a method of study and review as given on page 2 of the spelling book.

Lesson 273

Teach: patch, catch, match
(păch) (kăch) (măch)

See *Suggested Lesson Plan C*, page 104.

Review: am, very (224), busy, light, right, night

Lesson 274

Teach: rain, pain, chain, train
(răn) (păn) (chăn) (trăn)

See *Suggested Lesson Plan C*, page 104, and § 11, § 12, Chapter IV.

Review: across, among, find, kind, always, already (244)

It is well to refer to suggestions made under previous lesson numbers, indicated in parenthesis after each of the words in the review list.

Review also words taught in Lesson 272.

âte, senâte, râte, căt, locâl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sin; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû; bôot, fôot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 275

Teach: but ton, rib bon, belt, felt
(büt'n) (rib'ün) (bêlt) (fêlt)

See *Suggested Lesson Plan C*, page 104, and § 22, § 23, § 24, Chapter IV.

Review: hot, sun, hands, stands

Review also words taught in Lesson 273.

Lesson 276

Teach: mon ey, mon key, count, count ing, spent
(mün't) (mün'kí) (kount) (kount'ing) (spênt)

See *Suggested Lesson Plan C*, page 104.

Review: cent (268), allow (272), because

Review also words taught in Lesson 274.

Lesson 277

Teach: pen ny, nick el, dime, dol lar
(pên't) (ník't) (dím) (dól'êr)

See *Suggested Lesson Plan C*, page 104, and § 23, § 24, Chapter IV.

Review: begin, beginning, four, people (149)

Review also words taught in Lesson 275. See § 43, § 44, Chapter IV

Lesson 278

Teach: dance, chance, rag, drag, tag
(dâns) (châns) (răg) (drăg) (tăg)

See *Suggested Lesson Plan C*, page 104.

Review: wear, wearing, does (146), doing, made (187), two, busy, feet

Review also words taught in Lesson 276.

Lesson 279

Teach: or gan, lis ten, mu sic
(ôr'gân) (lîs'n) (mũ'sík)

See *Suggested Lesson Plan C*, page 104; also § 1, § 22, Chapter IV.

Review: shoes (263), patched (273), coat (181), how, much, money (276)

Review also words taught in Lesson 277.

(On the assumption that the teacher has by this time become entirely familiar with *Suggested Lesson Plan C*, less frequent reference will be made to it from this point on except at the beginning of the second half of the year.)

âte, senâte, râtre, cât, locâl, fâr, âsk, párade; seêne, êvent, êdge, novêl, refêr;
right, sín; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bûrn, cût, focus, menü;

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 280

Review words taught in Lesson 278.

Before setting the pupils to writing this story, conduct a short period of oral English centered about the theme suggested by the picture on page 5 in the spelling book. If sentences are developed which are likely to be written into the story, place on the blackboard for reference any new or difficult words used in these sentences, or any difficult word combinations, such as *have to*. See § 5, § 6, § 7, Chapter VI.

All written exercises should be short and all written work should be examined and corrected. Pupils should be commended individually for excellent work in written spelling.

Lesson 281

Teach: a rith me tic, plus, ad di tion, third, grade
(ā-rith'mē-tīk) (plūs) (ă-dīsh'ūn) (thūrd) (grād)

See § 23, § 24, Chapter IV. See also *Indirect Tests*, page 10.

Review: which (223), catch (273), chained (274)

Review also words taught in Lesson 279.

Lesson 282

Teach: e raise, re cite, chalk, sil ver, rich
(ē-rās') (rē-sīt') (chōk) (sīl'vēr) (rīch)

See § 13, § 14, Chapter IV.

Review: write (237), pencil (267), eraser (267), dollar (277)

See § 32, Chapter IV.

Lesson 283

Teach: ab sent, tar dy, ex cuse, lis tened
(ăb'sēnt) (tār'dī) (ĕks-kūs') (līs'nd)

See § 25, Chapter IV.

Review: started (97), wanted, always (193), almost, already (244)

Review also words taught in Lesson 281.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, *thick*; *lw* = wh as in *when*; *zh* = z as in *azure*; *kh* = ch as in *loch*. See *pronunciation key* in Appendix.

In the lower grades, it is well to give a period now and then to an informal discussion of each child's method of studying the spelling of typical difficult new words. Each child should be made conscious of the steps in his own procedure in learning words. If the procedure is a faulty one, improvements should be suggested and illustrated.

Lesson 284

Teach: re cess, lunch, hon ey, pri ma ry
(rē-sēs') (lūnch) (hūn't) (prī'mā-rī)

See § 13, Chapter IV.

Review: bunch, money, ribbon (275), nickel (277)

Review also words taught in Lesson 282. See § 42, § 43, Chapter IV.

Lesson 285

Teach: wore, worn, tore, torn
(wōr) (wōrn) (tōr) (tōrn)

If *worn* and *torn* are pronounced correctly—that is, as monosyllables—their chief spelling difficulty will disappear. See § 22, Chapter IV.

Review: organ (279), music (279), third (281), seat (105)

Review words taught in Lesson 283.

Lesson 286

Teach: rul er, tab let, sub tract, sub trac tion
(rōol'ēr) (tāb'lēt) (sūb-trākt') (sūb-trāk'shūn)

See § 22, § 4, Chapter IV.

Review: arithmetic (281), addition (281), an, eraser

Review also words taught in Lesson 284. See § 39, Chapter IV.

Lesson 287

Teach: writ ing, mul ti ply, di vide
(rit'ing) (mūl'tī-plī) (dī-vid')

The word *writing* is a very troublesome word. Give it adequate attention. See § 23, § 24, § 26, § 28, Chapter IV. The difficulty with *divide* is chiefly one of pronunciation. Drill on the sound of the first *i*. See § 13, § 14, Chapter IV.

Review: reading (287), recited (282), erased (282), again (203), among (244)

Review also words taught in Lesson 285.

âte, senâte, râre, cât, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; côld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, búrn, cût, focûs, menû;

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 288

Teach: chick en, roost er, feath ers
(chĭk'ĕn) (roōs'tēr) (fēth'ērz)

See § 18, § 19, § 20, Chapter IV.

Review: each, every (132), began (97), because, absent, excused (283)

Review also words taught in Lesson 286.

Lesson 289

Teach: sure, list, mis spell
(shōōr) (lĭst) (mĭs-spēl')

The word *sure* is a very troublesome one. See § 2, § 4, § 23, Chapter IV.
Drill on *misspell* as follows: *m-i-s—s-p-e-l-l*.

Review: Be (94) sure to keep (173) a list of the words (132) you misspell (289).
Why? Where (122)?

See § 42, § 43, Chapter IV.

Review also words taught in Lesson 287.

Lesson 290

Teach: crawl, crawled, an swer, an swered, bet, bath, path
(krōl) (krōld) (ān'sēr) (ān'sērd) (bēt) (bāth) (pāth)

See *Suggested Lesson Plan C*, page 104.

The word *answer* is a troublesome one. See § 23, Chapter IV.

Review: wet

Review also words taught in Lesson 288.

Lesson 291

Teach: pud die, wa ter, mud dy, damp, show er
(pūd'ī) (wō'tēr) (mūd'y) (dāmp) (shou'ēr)

See § 22, Chapter IV.

Review: warm (195), worn (285), torn (285)

Review also words taught in Lesson 289.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Never allow young children to copy words or sentences for so long a period that physical fatigue results in carelessness in spelling.

Lesson 292

Teach: un less, shin ing, rain bow, sky, crowed
(ŭn'lēs') (shīn'ing) (rān'bō") (skī) (krōd)

The chief difficulty in spelling *shining* grows out of mispronunciation. See § 13, § 14, Chapter IV.

Review: fine (119), feathers (288), crowing

Review also words taught in Lesson 290.

Lesson 293

Teach: get ting, march, won't, laugh
(gēt'ing) (mārch) (wōnt) (lāf)

Don't mispronounce *getting* in order to make its spelling easier, but emphasize the second *t* in writing the word and in oral spelling. Use *won't* in many different short sentences formed by pupils. The chief difficulty lies in the use of the apostrophe (').

Review: rain (274), raining, rained, laughing, laughed, marching, marched

Review words taught in Lesson 291.

Lesson 294

Teach: a fraid, in to, cov er, tub
(ā-frāid') (in'tōō) (kŭv'ēr) (tŭb)

See § 13, § 14, Chapter IV, before teaching *into*.

Review: "Afraid of water (291)!" said (207) the ducks! answered (290) the rooster (288), into (294) the rain (274), under (106) cover, out they marched, getting wet, into the tub, crawled, won't, unless.

Review words taught in Lesson 292.

Lesson 295

Review words taught in Lesson 293.

The dramatization suggested in the textbook is a means to the natural development of idiomatic sentences. This oral composition is a necessary preparation for spontaneous written work, which in turn gives us the only perfectly normal test of a child's ability to spell *in writing*. Exercises such as this are therefore directly related to the development of efficient spellers. See § 5, § 6, § 7, Chapter IV.

âte, senâte, râre, căt, locâl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
rîght, sîn; côld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cŭt, focûs, menû;

Lesson 296

Teach: kept, hang, sure ly
(kěpt) (hǎng) (shoōr'ly)

The difficulty with *kept* arises chiefly from the fact that it is so generally mispronounced. The *t* is not silent, but the word is often pronounced as though it were. Pronounce it very distinctly in all oral spelling. See § 13, § 14, Chapter IV.

Review: sure (289), began, broke, our, class

Review also words taught in Lesson 294.

Lesson 297

Review: excused, divide (287), nickel, ruler (286), across (191), around (183), muddy (291), water

See § 30, § 31, § 32, Chapter IV.

Lesson 298

Teach: laid, paid, braid
(lād) (pād) (brād)

See § 22, Chapter IV.

Review: afraid (294), shining (292), writing (287), many, people

Review also words taught in Lesson 296.

Lesson 299

Teach: pear, peach, grapes
(pār) (pēch) (grāpz)

See § 11, § 12, Chapter IV.

Review: grow, for (268), children, which, when (154), where

Devote a few minutes to hearing the pupils report their answers to the questions in their textbooks. Have several in turn dramatize their methods of studying new words and of reviewing hard words.

Lesson 300

Teach: Sunday, Monday
(sūn'dā) (mūn'dā)

See *Suggested Lesson Plan C*, page 104.

In the oral spelling of these words have pupils say: *Capital S-u-n—d-a-y; Capital M-o-n—d-a-y.*

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Review: our (209), school, beginning, primary (284), money (276), honey (284)
Review also words taught in Lesson 298.

Lesson 301

Teach: **Tues** day, stud ies, stud ied
(tūz'dā) (stūd'iz) (stūd'id)

Tuesday is a troublesome word. See § 22, § 23, § 24, Chapter IV. It should be written several times. For caution see § 44, Chapter IV.

Review: picture, won't, stop, addition, eraser (267)

Review words taught in Lesson 299.

Lesson 302

Teach: **Wednes** day, cher ry, cher ries
(wēnz'dā) (chēr'ī) (chēr'iz)

Wednesday is a very troublesome word. See § 22, § 23, § 24, Chapter IV. It should be written several times. For caution see § 44, Chapter IV.

Review: answered, some, fun, surely (296), went (111)

Review words taught in Lesson 300. See § 39, Chapter IV.

Lesson 303

Teach: **Thurs** day, or ange, ba na na
(thūrz'dā) (ōr'enj) (bā-nā'nā)

See § 28, § 29, Chapter IV.

In both spelling and pronunciation, place special emphasis upon second syllable of *orange*.

Review: please (128), make, take, many, times

Review words taught in Lesson 301.

Lesson 304

Teach: **Fri** day, **Sat ur** day, next, week
(fri'dā) (săt'ūr-dā) (nĕkst) (wĕk)

Give special attention to the pupils' distinct enunciation of the *t* in *Saturday*.

Review: lay, laid (298), busy (168), children

Review also words taught in Lesson 302.

ăte, senăte, rărc, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, novĕl, refĕr;
rĭght, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Frequent drills in the lower grades on the technique of correct procedure in independent study is the best possible insurance against waste of effort and unsatisfactory results in spelling in the upper grades.

Lesson 305

Teach: miss, turn, number
(mĭs) (tŭrn) (nŭm'bĕr)

See § 18, § 19, § 20, Chapter IV.

Review: four, Monday (300), Tuesday (301), get, ready (115)

Review words taught in Lesson 303.

Lesson 306

Teach: pretty, colors, soft
(prĭt'y) (kŭl'ĕrz) (sŏft)

Drill on the letter sequence of *pretty* as follows: *p-r-e-t-t-y*. The difficulty with *colors* can be overcome, in part, by proper attention to pronunciation and syllabication. See § 13, § 14, § 16, Chapter IV.

Review: pear (299), again, among, build (254), built (254)

Review words taught in Lesson 304.

Lesson 307

Teach: fruit, store, peanuts, lemons, plums
(frŭot) (stŏr) (pĕ'nŭtz) (lĕm'ŭnz) (plŭmz)

See § 23, Chapter IV.

Review: from the fruit store, oranges (303), apples (109), peaches (299), pears, grapes (299), nuts, a dozen bananas (303)

Review words taught in Lesson 305.

Lesson 308

Teach: stopped, dropped
(stŏpt) (drŏpt)

The characteristic difficulties with these two words can be overcome only by drill and practice in using the words in writing.

Review: took, book, first, floor (159), close the door (159)

Review words taught in Lesson 306.

bŏot, fŏot; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

The act of copying words or sentences from the blackboard or from the spelling book will of itself accomplish nothing, or very little, for the improvement of spelling unless the pupil engaged in this exercise has been trained faithfully and deliberately to compare his copy with the original to find out whether his spelling is correct.

Lesson 309

Teach: hap pen, ev er, nev er, heard
(hăp'n) (ěv'ěr) (něv'ěr) (húrd)

See *Suggested Lesson Plan C*, page 104.

In the oral drill, place emphasis upon the syllable *pen* in *happen*; also pay particular attention to the pronunciation of the words *ever* and *never*. Before teaching *heard*, see § 11, § 12, Chapter IV.

Review: Tuesday (301), Wednesday (302), Thursday (303), Saturday (304), never had heard

Review also words taught in Lesson 307.

Lesson 310

Review: allow (272), color (306), crawl, divide, excuse (283), laid, nickel, number, organ, paid (298), pretty (306), writing

Review also words taught in Lesson 308.

See § 31, § 32, Chapter IV.

Lesson 311

Teach: hol low, fol low, oak, mark, park
(hŏl'ŏ) (fŏl'ŏ) (ŏk) (mărk) (părk)

The chief difficulty in spelling *hollow* can be largely overcome by effective drill upon correct pronunciation. See § 13, § 14, Chapter IV.

Review: old, bark, dark

Review also words taught in Lesson 309.

Lesson 312

Teach: fright en, fright ened, scare, scared, turned
(frīt'n) (frīt nd) (skăr) (skărd) (túrnd)

Insist on distinct enunciation of the sound of *d* in *frightened*. See § 13, Chapter IV.

Review: stopped (308), dropped (308), corner (215)

âte, senâte, râre, cât, locâl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cŏld, ôbey, cŏrd, stŏp, cŏmpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 313

Teach: great, mouth, tooth, teeth
(grāt) (mouth) (tōōth) tēth

See § 11, § 12, Chapter IV.

Review: build, built, happen (309), made

Review also words taught in Lesson 311.

Lesson 314

Teach: Jack-o'-lan tern, Hal low e'en, pump kin
(jāk'ō-lān'tērn) (hāl'ō-ēn') (pūmp'kīn)

Do not mispronounce *pumpkin* in order to make the spelling easier.

Review: pumpkin face. Have you ever heard of another (177) Jack who (150) comes (126) in the fall?

Review also words taught in Lesson 312.

Lesson 315

Teach: knees, shak ing, stop ping, high, fence, drop ping
(nēz) shāk'ing) (stōp'ing) (hī) (fēns) (drōp'ing)

See § 24, Chapter IV.

Review: light (185), right (185)

Review also words taught in Lesson 313.

Lesson 316

Teach: o pen, seen, pass
(ō'pn) (sēu) (pās)

The word *seen* should be used in many different sentences, indicating a variety of its correct uses: *I have **seen** you before; They were **seen** together at church.*

Review: never before (194), mouth open, had seen, afraid to pass, would (198) like to know (124)

Review words taught in Lesson 314.

Lesson 317

Review words taught in Lesson 315.

The class should be given a few minutes in which to tell the story as they are planning to write it. Pupils should be encouraged to keep their books open on their desks while writing the story so as to be able to copy any words

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

or phrases which might be hard for them to spell. The teacher should take all the cautions suggested in § 5, § 6, § 7, Chapter IV, to prevent the pupils from developing habits of random guessing at the spelling of new or difficult words.

Lesson 318

Make this an occasion to discuss seriously and in the most informal manner with the pupils, the use they are making of their spelling pockets. Encourage them to drill one another and to test one another on the words which they find hard to spell. Commend those who use the pocket wisely. Endeavor to make this device for spurring pupils to individual effort popular and its use common.

Teach: *their, these, Jack Frost*
(thâr) (thêz) (jăk frôst)

See § 11, § 12, Chapter IV, before teaching *their*.

Review: *their father, these colors, this week (304) passed by*
Review words taught in Lesson 316.

Lesson 319

Teach: *feel, heel*
(hēl) (fēl)

Have these sentences written: *He turned on his heel; She wears high heels on her shoes.*

See § 11, § 12, Chapter IV.

Review: *Tuesday, Thursday, Saturday, Wednesday, great (313), oak, writing, wearing (181)*

See § 44. Chapter IV.

Lesson 320

Teach: *square, shook, naught*
(skwâr) (shōok) (nô'ti)

See *Suggested Lesson Plan C*, page 104.

Review: *scare, knees (315), children (156), fence (315), frightened (312), stopped, dropped, tooth, teeth*

Review also words taught in Lesson 318.

âte, senâte, râre, căt, locâl, fâr, âsk, párade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bârn, cût, focûs, menû;

Lesson 321

Teach: break, break fast, juic y, high er, high est
(brāk) (brĕk'fāst) (jōōs'ī) (hī'ēr) (hī'ĕst)

See § 11, § 12, Chapter IV.

Review: oranges, buy, bananas

Review also words taught in Lesson 319.

Lesson 322

Teach: loaf, crust, bread, but ter, jel ly
(lōf) (krüst) (brĕd) (büt'ēr) (jĕl'ī)

In the oral drill on *butter*, have pupils say: *butter, b-u-t—t-e-r*. See § 25, Chapter IV.

Review: ate (235), their (318), turns (305)

Review also words taught in Lesson 320.

Lesson 323

Teach: says, tells, spelled, spell ing
(sĕz) (tĕlz) (spĕld) (spĕl'ing)

See § 22, Chapter IV.

Review: seen (316), laid, west, north (208)

Review also words taught in Lesson 321.

Lesson 324

Teach: ti ny, fair ies
(tī'nī) (fār'īz)

The chief difficulty in spelling *tiny* can be prevented by proper emphasis upon the correct pronunciation of the word.

Review: high (315), fence, these (318), people (149), near, by, broke, broken, feeling, better (218)

Review also words taught in Lesson 322.

Impress upon pupils the importance of the suggestions printed in line border in their spelling books. See § 4, § 5, § 6, § 7, Chapter IV.

Lesson 325

Teach: froze, fro zen, drift ed, shut, ice
(frōz) (frō'zn) (drift'ĕd) (shūt) (īs)

Review: early (246), morning (194), break (321), country, roads (158)

Review also words taught in Lesson 323.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; **hw** = wh as in *when*; **zh** = z as in *azure*; **kh** = ch as in *loch*. See *pronunciation key* in Appendix.

In oral spelling drill, care must be taken by the teacher to prevent the misspelling of words, since such misspellings, heard and practiced, may have the effect of a class drill on the wrong form.

Lesson 326

Teach: o ver, build ing, hunt ing, place
(ō'vēr) (bīld'ing) (hünt'ing) (plās)

Review: over the crusted snow, building a fire (195) to warm (195) their feet (197), coming (107) here, hunting a place

Review also words taught in Lesson 324.

Lesson 327

Teach: bit ter, ache, own, tired
(bīt'ēr) (āk) (ōn) (tīrd)

The word *ache* is very troublesome. Give pupils adequate drill in writing it in sentences. See § 23, Chapter IV.

Review: bitter cold, almost frozen (325), ears beginning to ache, built (254) this fire, build (254) your own, getting (293) tired of this

Review words taught in Lesson 325.

Lesson 328

Review words taught in Lesson 326.

The class should be given a few minutes in which to tell the story as they are planning to write it. Pupils should be encouraged to keep their books open on their desks while writing the story so as to be able to copy any words or phrases which might be hard for them to spell. The teacher should take all the cautions suggested in § 5, § 6, § 7, Chapter IV, to prevent the pupils from developing habits of random guessing at the spelling of new or difficult words.

Have one of the best of these stories read and then devote a few minutes to having the pupils play it.

Lesson 329

Review the words taught in Lesson 327.

Have several of the poorest spellers (without referring to them as such) pronounce a few words they have found very hard. Drill the class on a proper method of restudying these words. (See page 2 in their textbooks.) Then give the remainder of the period over to the independent study by each pupil of the words he has found hard enough to be kept in his spelling pocket.

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ēdge, novēl, refēr;
rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Lesson 330

Teach: tries, tried, cries, cried
(trīz) (trīd) (krīz) (krīd)

See *Suggested Lesson Plan C*, page 104.

See § 22, Chapter IV.

Review: girl, naughty (320), Wednesday, Thursday (303), seen, says (323)

Lesson 331

Teach: out side, o ver shoes, o ver coat
(out'sīd') (ō'vēr-shōōz") (ō'vēr-kōt")

Review: hunt, tired (327), ache (327), picture (133), tells, story

See § 44, Chapter IV.

Lesson 332

Teach: chase, ach ing, heat, scold
(chās) (āk'ing) (hēt) (skōld)

Review: How the old crows did scold him!

They (146) tried (330) to chase him away.

His ears were aching with cold, but they said he should not have any (239) heat from their fire.

These sentences should be written from dictation.

Review also words taught in Lesson 330.

Lesson 333

Teach: pup py, pup pies, cook y, cook ies
(pŭp'y) (pŭp'iz) (kōōk'y) (kōōk'iz)

In the oral drill on *puppies* have pupils say: *puppies, p-u-p—p-i-e-s*.
See § 25, Chapter IV.

Review: bread (322), butter (322), two, pieces (141)

Review words taught in Lesson 331.

Lesson 334

Teach: al lowed
(ā-loud')

Do not refer to any wrong way of spelling this word. Drill on *a-l—l-o-w-e-d* and then pronounce it and have it written in several sentences: *I was allowed twenty cents for my old book; Father allowed me to go to the circus.*

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Review: Tuesday (301), Wednesday, went, where (122), which (223), desk (267)
Review also words taught in Lesson 332.

Lesson 335

Teach: mov ing
(mōōv'ing)

Review: coming, having (180), aching (332), going (201), over, could (196),
should (196)

Review words taught in Lesson 333.

Lesson 336

Review: ache, afraid (294), break, building (326), chased (332), color (306),
city (232), clean, own (327), stopped, tired, writing (287)

Review word taught in Lesson 334.

Take a minute to inspect the lists kept in the spelling pockets. Give the following suggestions to pupils: (1) Do not include any word on your list unless you find it really hard *for you*. (2) Do not strike a word from the list until you have reviewed it many times and are *sure* you can spell it correctly in written work. (3) Do not fail to strike a word from your list when you are *sure* you can spell it correctly in writing. (4) Get other pupils to test you often on your hard words.

See § 43, Chapter IV.

Lesson 337

Teach: blew, knew, howl, growl
(blōō) (nū) (houl) (groul)

Before teaching *blew* and *knew* see § 11, § 12, Chapter IV.

Review: We knew it would happen.

The wind howled and blew.

Review word taught in Lesson 335.

Lesson 338

Teach: flies
(flīz)

See § 22, Chapter IV.

Review: scold (332), told, tried, cried (330), tries (330), cries (330)

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bârn, cût, focûs, menû;

In the lower grades, the teacher should never fail to commend pupils who present written work which is free from errors in spelling.

Lesson 339

Teach: draw, straw, jaw, raw
(drô) (strô) (jô) (rô)

Review: bed, fed, led

Review words taught in Lesson 337.

Devote a few minutes to practice in studying a new word according to the plan set forth on page 32 in the spelling books. Commend all who are trying to form correct habits of study.

Lesson 340

Teach: flew, chew, drew, few, grew
(floô) (choô) (droô) (fû) (groô)

See *Suggested Lesson Plan C*, page 104.

See § 11, § 12, Chapter IV, before teaching *flew*.

Review: blew (337), knew (337)

Review word taught in Lesson 338

Lesson 341

Teach: bought, brought, thought
(bôt) (brôt) (thôt)

Review: allowed (334), doing (192), does, moving, having, coming

Review words taught in Lesson 339

Lesson 342

Teach: hol i days, pres ents
(höl'i-dāz) (préz'ents)

Give considerable drill to the word *holidays* and some emphasis to the pronunciation of *presents*. Pronounce the latter and have it written in context: *I receive many presents at Christmas time.*

Review: give (128), Christmas (162), new (225), sled, father (66), mother (66)

Review also words taught in Lesson 340.

The teacher should keep for frequent review and drill, a list of any words from the spelling lesson which have been misspelled by any considerable number of the class.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in *when*; zh = z as in *azure*; kh = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 343

Teach: writ ten, let ter, jol ly
(rit'n) (lēt'er) (jōl'y)

Review: have written a letter,
jolly old Santa (165), if you please (128),
I should (196) like, Dear Santa Claus (165)

Review also words taught in Lesson 341.

The letter to be written to Santa Claus should be discussed in class. Encourage the children to use in their letters, the phrases given in this lesson. If they should suggest the use of other words which are hard to spell, be sure to write them on the board so that they may be copied when the letter is actually being written during a period of seat work. See § 5, § 6, § 7, Chapter IV.

Lesson 344

Teach: deer, sleigh, through, flakes, star
(dēr) (slā) (throō) (flāks) (stār)

Before teaching *deer* and *sleigh* see § 11 and § 12, Chapter IV.

Review: broke, drifted, snow

Review also words taught in Lesson 342.

Lesson 345

Teach: chim ney, roof, be low, ba bies, brown, bear
(chīm'nī) (rōōf) (bē-lō') (bā'bīz) (broun) (bār)

Give special attention to drill on the correct pronunciation of *chimney* and *roof*. Before teaching *bear* see § 11 and § 12, Chapter IV.

Review: down (168), doll

Review also words taught in Lesson 343.

Lesson 346

Teach: far ther, far thest, fast est, drive, bun dles
(fār'thēr) (fār'thēst) (fāst'ēst) (drīv) (būn'dlz)

Give special attention to drill on correct pronunciation and use of *farther*, *farthest* and *fastest*.

Review: presents (342), by, night (185)

Be sure to use *by* in context; for example: *by night*, *by day*.

Review also words taught in Lesson 344.

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
rîght, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 347

Teach: a wake, off, heavy, carries
(á-wāk') (óf) (hěv'í) (kăr'iz)

Have pupils pronounce and write *off* in context; for example, *He fell off the wagon.*

Review: before (194) they (146) are (41) awake,
off he goes (201), draw the sleigh (344),
heavy load (158), carries his pack,
down the chimney (345),
Over the drifts they flew (340).

These phrases should be dictated in complete sentences in giving the test. The mastery of the spelling of simple, common words organized into idiomatic phrases, such as these, is an important step toward the spontaneous composition of stories and toward letter writing.

Review also the words taught in Lesson 345.

Lesson 348

Teach: seven, eight, nine
(sěv'n) (āt) (nīn)

Before teaching *eight*, see § 11, § 12, Chapter IV.

Review: few (340), every, some, bought (341), brought (341), thought (341)

Review also words taught in Lesson 346.

Lesson 349

Teach: string, beads, knife, life
(strīng) (bēdz) (nīf) (līf)

See *Suggested Lesson Plan C*, page 104.

Before teaching *knife*, see § 25, Chapter IV.

Review: a string of beads, tired, break (321), sled (161), shed (175), had written (343) a letter (343)

Review also words taught in Lesson 347.

Lesson 350

Review: chewed (340), Wednesday (302), naughty, visit (151), winter, clean (225), ache, hard (192), bear (345)

Review also words taught in Lesson 348.

Take a minute to inspect the lists kept in the spelling pockets. See suggestions given under Lesson 336; see also § 43, Chapter IV.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 351

Teach: friends, fast er, front, room
(frëndz) (fäst'ēr) (frünt) (rōōm)

See § 22, Chapter IV.

Review: ready to help (216) his friends, farther (346), allowed, to wear, almost (115), there, front of room, knew many people.

Review words taught in Lesson 349.

Lesson 352

Teach: e lev en, four teen, fif teen
(ē-lév'n) (fōr'tēn") (fif'tēn")

Give special attention to the pupils' pronunciation of *eleven*.

Review: twelve, broken, off (347), right, through (344)

Lesson 353

Teach: noon, spoon, cork, fork, knives
(nōōn) (spōōn) (kōrk) (fōrk) (nīvz)

Give special attention to drill on the correct pronunciation of *knives*.
See § 13, § 14, Chapter IV.

Review: knife (349), heavy (347), sleigh

Review words taught in Lesson 351.

Lesson 354

Teach: birth day, par ty, in vit ed, ta ble
(būrth'dā") (pār'tī) (in-vīt'ēd) (tā'bl)

See § 18, § 19, § 20, Chapter IV.

Review: there (122), presents, her, own (327)

Review words taught in Lesson 352.

Lesson 355

The answer to the question in line border at the top of page 28 in the textbook is easy to give: *Many people continually mispronounce which and where*; also, because they are monosyllables, they are assumed to be easy and are not given enough serious study.

See § 14, Chapter IV.

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Teach: kitch en, cup board, shelf, shelves
(k'ich'én) (k'ub'êrd) (sh'êlf) (sh'êlvz)

Insist on the distinct enunciation of the sound of the *v* in the word *shelves*.
Do not mispronounce *cupboard* in order to make its spelling easier.

Review: eight (348), friends (351), made (187), need (242)

Review words taught in Lesson 353.

Lesson 356

Teach: pan try, pan cakes, bak ing, bis cuit
(p'an'trî) (p'an'kākz") (bāk'ing) (bîs'kît)

The word *biscuit* is a troublesome one. See § 23, § 24, Chapter IV.

Review: again (203), among, winter (217), spring

Review also words taught in Lesson 354.

Lesson 357

Teach: a pron, mop, broom, chim neys
(ā'prun) (mōp) (brōom) (chīm'nîz)

Drill on the distinct enunciation of the second syllable of *apron*; likewise on the second syllable of *chimneys*.

Review: room, chimney, front (351), white (199)

Review also words taught in Lesson 355.

Lesson 358

Teach: emp ty, an y way, an y where, be sides
(ēmp'tî) (ēn'y-wā) (ēn'y-hwâr) (bê-sîdz)

See § 44, Chapter IV.

Review: because (210), cannot (248), were (205), wrong, wanted to write (237)

Review words taught in Lesson 356.

Lesson 359

Teach: either, neither, more
(ē'thēr) (nē'thēr) (mōr)

The first and second words are troublesome. See § 23, § 24, Chapter IV.

Review: have to (43), help, went (111), there, coming, carry (167) on

Dictate *have to* in context; for example: *I have to be home by four o'clock.*

Review words taught in Lesson 357.

bōot, fōot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 360

Review: aching (332), apron (357), beginning (272), birthday (354), biscuit (356), cookies (360), chimneys (357), bought, brought, thought, farther, farthest (346), fourteen (352), fifteen, few, letters, sleigh, through

Take a minute to discuss with the class the reason which lies back of each of the three suggestions printed on their spelling pockets.

This lesson marks the completion of a half year's work. If by reason of a long school year you should have some time left before the close of the semester, it may well be given to a comprehensive review of all the difficult words thus far studied during the year.

Lesson 361

Teach: sauce, sau cer, lid, stove, plates
(sôs) (sô'sêr) (lîd) (stôv) (plätz)

Call the attention of pupils to the method of study and review suggested on page 2 of their spelling books. Assure yourself that they know how to follow this plan.

See *Suggested Lesson Plan C*, page 104. Also see *Indirect Tests*, page 10.

Review: cupboard (355), morning, breakfast (321)

It is well to refer to the special treatment of words in the review list, by turning back to the lesson numbers indicated in parenthesis after each of the difficult words here given.

Review also words taught in Lesson 359.

Lesson 362

Teach: coffee, tea, soup, kettle, hours, between
(kôf'î) (tê) (sôop) (kêt'l) (hourz) (bê-twên')

See *Suggested Lesson Plan C*, page 104.

Review: their, places (326)

Lesson 363

Teach: boil, boiler, bigger, biggest, o'clock
(boil) (boil'er) (bîg'êr) (bîg'est) (ô-klôk')

See *Suggested Lesson Plan C*, page 104. Have o'clock written in a sentence:
He arrived at one o'clock.

Review: either (359), neither (359), twelve

Review words taught in Lesson 361.

âte, senâte, rare, cât, locâl, fâr, âsk, pârade; scène, êvent, êdge, novêl, refêr;
rîght, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 364

Teach: dur ing, pots, ev er y bod y, talk, talking
(dūr'ing) (pōts) (ěv'ēr-ī-bōd'y) (tōk) (tōk'ing)

See *Suggested Lesson Plan C*, page 104.

Review: Have you ever heard that during the night the kettles (362), pots, and pans sometimes (152) come to life?

It is said (207) that when everybody is asleep, they often talk to one another.

Have you ever heard these kitchen people (149) talking?

Review words taught in Lesson 362.

Lesson 365

Teach: larg er, lived, too, an y thing
(lārj'ēr) (līvd) (tōō) (ěn'y-thīng)

See *Suggested Lesson Plan C*, page 104.

(On the assumption that the teacher has become thoroughly familiar with *Suggested Lesson Plan C*, less frequent reference will be made to it hereafter.)

The word *too* is very frequently misspelled in writing. It is not really a difficult word to spell but it must be taught in context so that the pupil may not fail to associate spelling with meaning and use. Give a number of sentences or phrases to fix its use: *The room is too hot; You came too late; The wall is too high; The book is too thick.* See § 4, § 11, § 12, Chapter IV.

Review: "I am larger than (218) any of you, and have lived longer, too. Surely I should know (124) more."

"I am sure you are blacker than the rest of us, if that counts (276) for anything."

Review words taught in Lesson 363.

Lesson 366

Teach: hel lo, Mr., think, en ough
(hē-lō') (mīs'tēr) (thīnk) (ē-nūf')

Review: "Hello, Mr. Coffee (362) Pot." think you know, chance (278) to talk, have heard enough, listen to me

Review words taught in Lesson 364.

bōot, fōot; found; boil; funtion; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 367

Teach: Tea ket tle, Mrs., Miss, Tea pot, Ov en
(tē'kēt'l) (mīs'iz) (mīs) (tē'pōt') (ŭv'n)

Insist on the distinct enunciation of the second syllable of *oven*.

Review: Mr. Teakettle, Mrs. Sauce (361) Pan, Miss Teapot, Grandmother (147)
Stove, Old Mother Oven, Mr. Coffee Pot, Old Aunt Black Kettle

Review words taught in Lesson 365.

Devote a few minutes to the development of a good dialogue in which members of the class impersonate the kitchen people. Have each one of the impersonators pronounce his "name," spell it orally and write it on the black-board. See § 5, § 6, § 7, also § 47, § 48, Chapter IV.

Lesson 368

Teach: a while, al so, coal, cooked
(ā-hwīl') (ôl'sō) (kōl) (kōōkd)

Review: eight, fourteen, anyway (358), anywhere (358)

Review words taught in Lesson 366.

Lesson 369

Teach: ink, drink
(īnk) (drīnk)

Review: pink, think (366), besides, plates (361), some (125), more

Review words taught in Lesson 367.

Lesson 370

Teach: half, voic es, walk, walked, talk, talked
(hāf) (vois'iz) (wōk) (wōkd) (tōk) (tōkd)

See *Suggested Lesson Plan C*, page 104.

See § 29, Chapter IV.

Review: hour (362), heard (309)

Review words taught in Lesson 368.

Lesson 371

Teach: push, yell
(pōōsh) (yēl)

Review: too (365), large, during (364), between (362), apron, anything (365)

Review words taught in Lesson 369.

âte, senâte, râre, căt, locâl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
rîght, sîn; cōld, ôbey, cōrd, stōp, cōmpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 372

Teach: gra vy, nor
(grā'vī) (nôr)

Review: biscuit (356), either, or, neither, drop, off
Review words taught in Lesson 370.

Lesson 373

Teach: paint, pound, loud, noise
(pānt) (pound) (loud) (noiz)

Give special attention to the pupils' distinct enunciation of *paint* and *noise*.

Review: enough (366), farther, buy, present
Review words taught in Lesson 371.

Lesson 374

Teach: be lieve, die, lie, dies, lies, died, lied
(bē-lēv') (dī) (lī) (dīz) (līz) (dīd) (līd)

The word *believe* is a very troublesome one. The following association is suggested as an aid in remembering its spelling: "There is a *lie* in *believe*."

Review: thought
Review words taught in Lesson 372.

Lesson 375

Teach: use, copy, care
(ūz) (kōp'ī) (kār)

"Teach the spelling of *use* in connection with its *use* in writing."

Review: If you need to use a word and you are not sure (289) how it should (196) be spelled (323), ask some one to write it for you. Then copy it with (106) care.

After studying § 4, § 5, § 6, § 7, Chapter IV, discuss with the class the reason for the above suggestion. Show them that it actually saves the teacher's time to have them make such requests when it is really necessary for them to do so.

Review words taught in Lesson 373.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

There can be no ultimate success in spelling instruction without the active coöperation of the learner. Strive above all else, to develop in each pupil an active interest in his own progress in spelling.

Lesson 376

Teach: wave, sea, threw, rope
(wāv) (sē) (thrōō) (rōp)

Before teaching *sea* and *threw*, see § 11, § 12, Chapter IV.

Review: voices (370), friends, then (213), there

Review words taught in Lesson 374. See § 43, Chapter IV.

Lesson 377

Teach: twen ty, thir ty, val en tine, heart
(twēn'tī) (thūr'tī) (vāl'ēn-tin) (hārt)

Insist on the distinct enunciation of the short *e* in *valentine*.

Review: half (370), help, going (201), coming (107)

Review words taught in Lesson 375.

Lesson 378

Teach: hood, hoop, bor row, pen
(hōōd) (hōōp) (bōr'ō) (pēn)

Review: noise (373), pushed (371), no, right

Review words taught in Lesson 376.

Lesson 379

Teach: near ly, may be, sleep y
(nēr'lī) (mā'bē) (slēp'ī)

Remind pupils that *maybe* is one word. Emphasize its correct pronunciation and give adequate individual drill on the spelling.

Review: too, no, use (375), new, rope (376), believed (374) their (318) friends

Review words taught in Lesson 377.

Lesson 380

Teach: used to, shall, re mem ber
(ūzd tōō) (shāl) (rē-mēm'bēr)

See *Suggested Lesson Plan C*, page 104.

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ēdge, novēl, refēr;
right, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

"Correcting" spelling papers does not correct spelling errors. Such checking is a waste of time and effort unless the errors are actually corrected by the pupil who made them.

Give considerable drill in the pronunciation of phrases and sentences containing the very difficult word combination, *used to*; for example: *He is **used to** going to bed early; I **used to** mispronounce his name.*

Review: care, copy (375), have to, paint (373), picture (133)

Review words taught in Lesson 378.

Lesson 381

Teach: could **n't**, would **n't**, should **n't**
(kōōd'nt) (wōōd'nt) (shōōd'nt)

The most common misspelling of these words is due to a wrong formation of the last part in each case. Call attention to the fact that each was originally two words and that the last one was *not*, which has been contracted to *n't* and written as part of the principal word.

Review: threw (376), away, pieces, May I borrow (378) your knife?

Review words taught in Lesson 379.

Take a few minutes to refer the class to page 2 in their books. Discuss freely with them this method of study and review. Impress upon them that it will save them time and effort in learning and in reviewing words to follow the suggestions there given.

Lesson 382

Teach: sol **dier**, sto **ries**, war, fold **ed**
(sōl'jēr) (stō'rīz) (wōr) (fōld'ēd)

Review: afternoon (180), stories about the war,
folded his paper (267), had been (188) there

Review words taught in Lesson 380.

Lesson 383

Teach: food
(fōōd)

Review: pet squirrel (96), little hands, enough, glad, hearts (377), kind,
children

Review words taught in Lesson 381.

bōōt, **fōōt**; **found**; **boil**; **functiōn**; **chase**; **good**; **joy**; **then**, **thick**; **hw** = wh as in **when**; **zh** = z as in **azure**; **kh** = ch as in **loch**. See *pronunciation key* in Appendix.

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 384

Teach: green, asked, played
(grĕn) (ăskt) (plăd)

Give special drill on correct pronunciation of *asked* and have the word used in sentences: *He asked me to play ball; She asked my name.*

Review: during, leaves (246), our, uncle (220), playing

Review words taught in Lesson 382.

Lesson 385

Teach: roll, quick
(rôl) (kwĭk)

Before teaching *roll* see § 11, § 12, Chapter IV.

Review: rolled, rolling, does (146), sure, girl, name, find

Review word taught in Lesson 383.

Lesson 386

Teach: fore noon, good-by, true
(fôr"noôn') (gôod"-bi') (trôo)

Review: shall (380), remember, yes, stories (382), maybe (379)

Review words taught in Lesson 384.

The class should be given a few minutes in which to tell the story as they are planning to write it. Pupils should be requested to keep their books open on their desks while writing the story so as to be able to copy any words or phrases which might be hard for them to spell. The teacher should take all the cautions suggested in § 5, § 6, § 7, Chapter IV, to prevent the pupils from developing habits of random guessing at the spelling of new or difficult words.

Lesson 387

Teach: fin ish, blind, beg gar, change
(fĭn'ish) (blĭnd) (bĕg'ēr) (chănj)

See § 28, § 29, Chapter IV.

Review: our, country (234), soldier (382), war (382), used (380) to try

Review words taught in Lesson 385.

ăte, senăte, răre, căt, locăl, făr, ăsk, părăde; scĕne, ĕvent, ĕdge, novĕl, refĕr;
rĭght, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 388

Teach: splin'ters, board, smooth
(splɪn'tɜrz) (bɔrd) (smooθ)

See § 12 before teaching *board*.

Review: was, half (370), wrong, couldn't (381), shouldn't (381), wouldn't (381)

Review words taught in Lesson 386.

Lesson 389

Teach: clothes, cloth'ing, dress'es
(klɔθz) (klɔθ'ɪŋ) (drɛs'ɛz)

Review: pretty, friend (351), use, asked (384), played (384)

Review words taught in Lesson 387.

Lesson 390

Review words taught in Lesson 388.

Take a minute's time to inspect the lists kept in the spelling pockets. Request the pupils to turn to the pocket and reread the directions printed thereon. Make it clear that the class as a whole can't make a good record in spelling unless each pupil will work hard on his own spelling difficulties. Then have each pupil devote a few moments to the intensive restudying of the "spelling demons" in his spelling pocket. See § 43, Chapter IV.

Lesson 391

Teach: cra'zy, la'zy, ham'mer, hatch'et
(krá'zɪ) (lá'zɪ) (hám'ɛr) (häch'ɛt)

See *Suggested Lesson Plan C*, page 104.

Give special attention to drill on distinct enunciation of *e* in *hatchet*. See § 25, Chapter IV.

Review: quick, work, jump, rope

Review words taught in Lesson 389.

Lesson 392

Teach: fin'ger, an'kle, toe, thumb's
(fɪn'gɛr) (æn'kl) (tō) (thŭmz)

See § 22, Chapter IV.

Review: two, true (386), story, first

bōot, fōot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

In all original story writing or other spontaneous composition in the lower grades, encourage pupils freely to request to have new or unfamiliar words written on the blackboard. Such procedure will tend to prevent guessing and the formation of bad spelling habits.

Lesson 393

Teach: dou ble, knot, brush
(düb'l) (nöt) (brüş)

Before teaching *knot*, see § 11, § 12, § 25, Chapter IV.

Review: change, buy, clothes (389), too (365), easy (251)

Review words taught in Lesson 391.

Lesson 394

Teach: dig ging, cel lar, stone, bricks, bolts
(dīg'ing) (sěl'ēr) (stōn) (brīks) (bōlts)

Give special attention to drill on proper pronunciation of *digging*. See § 13, § 14, Chapter IV.

Review: house (94), boards (388), building, hammer (391), hatchet (391), front, walk, paint, pound

Review also words taught in Lesson 392.

Lesson 395

Teach: does n't, did n't, don't, is n't
(düz'nt) (dīd'nt) (dōnt) (īz'nt)

Write: *does not, did not, do not, is not*. Then write in the proper place under each, *doesn't, didn't, don't, isn't*. Point out the fact that in each case the two words have been written together as one with an ' for the omitted *o*. Have each of these contractions written many times in well chosen short sentences, such as: *He doesn't like to play; We didn't get up in time; Those men don't like to work together; The room isn't warm enough.*

Review: does not, did not, do not, is not, maybe

Review words taught in Lesson 393.

Lesson 396

Review: beggar (387), clothing (389), soldier, war, between, smooth (388), wrong, green (384)

Review also words taught in Lesson 394.

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, évent, édge, novêl, refêr; ríght, sín; còld, òbey, còrd, stòp, còmpare; ùnit, ùnite, bùrn, cút, focùs, menü;

Lesson 397

Teach: bat, bee, bug, bun, gum, lap, mad, mud
(băt) (bē) (bŭg) (bŭn) (gŭm) (lăp) (măd) (mŭd)

See § 9, § 10, also § 11, § 12, Chapter IV, before teaching *bee*. Have the word pronounced and written in several sentences.

Review words taught in Lesson 395.

Lesson 398

Review: ankle (392), anything, anyway (358), anywhere (358), double (393), knot (393), saw, none (259)

Re-read § 23, § 24, § 26, § 27, § 28, § 29, § 30, § 31, § 32, Chapter IV.

Engage the pupils in an informal discussion of the proper way to review a hard word. Then give a short and intensive drill on the review of some hard word suggested by a member of the class.

Lesson 399

Teach: for ty, fif ty, six ty
(fôr'tī) (fif'tī) (siks'tī)

The word *forty* is a troublesome one. Give pupils practice in writing it in sentences: *He rode forty miles; My father gave me forty dollars.*

Review: well, painted (373), cellar (394), lazy (391), hammer, finger

Review words taught in Lesson 397.

Lesson 400

Teach: inch, yard, lose
(ĩch) (yărd) (lōōz)

See *Suggested Lesson Plan C*, page 104.

Have a considerable number of sentences formed illustrating the proper use of *lose*: *Never lose your temper; Don't spend your money too freely and don't lose it.*

Review: don't (395), pieces (141), half, enough (366), played

Lesson 401

Teach: rail road, en gine, puff
(răl'rōd") (ĕn'jĩn) (pŭf)

Special attention to drill on the correct pronunciation of *engine*.

Review: friend, true, isn't (395), has, been, here (193)

Review words taught in Lesson 399.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 402

Teach: watch, qui et, min utes
(wöch) (kwí'ēt) (mín'its)

See § 25, Chapter IV, before teaching *watch*. See § 13, § 14, Chapter IV, before teaching *quiet*.

Review: didn't (395), remember, hours (362), kept (296), doesn't (395), believe. Sixty (399) minutes make one hour.

Review words taught in Lesson 400.

Lesson 403

Teach: car ried, glass es, short, sharp, cane
(kār'íd) (glás'ez) (shôrt) (shārp) (kān)

See § 22, Chapter IV.

Review: teeth, very (224), carries (347), knows where (122) to look

Review words taught in Lesson 401.

Lesson 404

Teach: fast ened, strap, lame, same, buds
(fás'nd) (strāp) (lām) (sām) (būdz)

See § 25, Chapter IV.

Review: fastened with a strap, came, smooth, leaf (246), leaves, hearts flowers (240)

Review words taught in Lesson 402.

Lesson 405

Teach: fun ni est, crook ed, straight
(fūn'ī-ēst) (krōók'ēd) (strāt)

Review: isn't, cannot, lose (400), because, maybe (379), busy, rabbit (96)

Review words taught in Lesson 403.

Inspect the lists of words in the pupils' spelling pockets.

Lesson 406

Teach: East er
(ēs'tēr)

Review: Easter morning (194), bright (185) and early, long before (194) breakfast, great (313) big basket (109), straight (405) ahead (145),
What do you think (366) he will do with the eggs?

âte, senâte, râre, căt, locâl, făr, âsk, pârade; seêne, êvent, êdge, novêl, refêr;
rîght, sîn; côld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Review words taught in Lesson 404.

Before setting the pupils to writing this story, conduct a short period of oral English centered about the theme suggested in the picture on page 43, using any appropriate phrases from pages 42 and 43 in the spelling book. If sentences are developed which are likely to be written into the story, place on the blackboard for reference any new or difficult words used in these sentences or any difficult word combinations occurring therein.

All written exercises of this kind should be short and all written work should be examined and corrected. Pupils should be commended individually for excellent work in written spelling.

Lesson 407

Teach: earth, world, mind, quit
(úrth) (wúrlđ) (mīnd) (kwít)

It is especially important that *mind* should be used in several sentences, oral and written; for example: *Never mind the heat; He has fixed his mind on his work.*

Review: watch (402), round (143), forty (399), minutes

Review words taught in Lesson 405.

Lesson 408

Teach: street, sweet, sheep, creep
(strēt) (swēt) (shēp) (krēp)

See § 44, Chapter IV.

Review: too (365), quiet (402), carried (403), off

Review word taught in lesson 406.

Lesson 409

Teach: can't, won't, tears, tease
(kānt) (wōnt) (tērz) (tēz)

See *Suggested Lesson Plan C*, page 104.

Write: *can not*, *will not*; and then under each its contraction, *can't* and *won't*. Have each of these contractions written many times in well chosen short sentences.

Review: doesn't (395), didn't (395), their (318), sister (75)

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 410

Teach: no bod y, some thing, some bod y, wag on
(nō'bōd-ī) (sūm'thīng) (sūm'bōd-ī) (wāg'ūn)

Review: nothing (208), two (53), soldiers (382), don't (395), use, engine (401)

Be sure always to teach and to review homonyms in context; for example: *two girls, two soldiers*. See § 11 and § 12, Chapter IV.

Review the words taught in Lesson 408.

Lesson 411

Teach: un til, to-mor row, to-night, while
(ūn-tīl') (tōō-mōr'ō) (tōō-nīt') (hwīl)

Good usage in writing requires the hyphen in *to-morrow* and in *to-night*. The correct pronunciation of *while* makes its spelling easy. See § 13, § 14, Chapter IV.

Review: too (365), straight (406), shorter, shortest

Review also words taught in Lesson 409.

Lesson 412

Teach: au to, au to mo bile, phone, tel e phone
(ō'tō) (ō'tō-mō'bīl) (fōn) (tēl'ē-fōn)

Note accents in *automobile*.

Review: clean (225), engine (401), every (132), piece (141), round (143), double (393)

Review the words taught in Lesson 410. See § 39, Chapter IV.

Lesson 413

Teach: dream, cream, team
(drēm) (krēm) (tēm)

See § 15, Chapter IV.

Review: please (178), give, beggar (387), mind (407), our (209), doctor (233)

Review the words taught in Lesson 411.

Call the attention of the class specifically to the question printed at the bottom of page 45 in the text. Bring out the importance of developing a habit of critically examining one's own written work to make sure that it is correct in form and in spelling.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ēdge, novēl, refēr;
rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 414

Teach: busi ness, gro cer y, sale
(bīz'nēs) (grō'sēr-l) (sāl)

Many people remember how to spell *business* by recalling that the word has *sin* in it.

Review: wagon, city (232), street (408), lose (400), kept (296), was (82), here (193)

Review the words taught in Lesson 412.

Call attention again to the plan of study and review suggested on page 64 in the text.

Lesson 415

Teach: price, twice, move, prove
(prīs) (twīs) (mōōv) (prōōv)

In order to avoid the tendency to confound *price* with any other words, have it pronounced and spelled in sentences; for example: *The price of sugar is falling; That is too high a price for wheat.*

Review: isn't (395), until (411), can't (409), won't (293), earth (407), world (407)

Review the words taught in Lesson 413.

Lesson 416

Teach: prom ise, sep a rate, cool, spool, pool
(prōm'is) (sēp'ā-rāt) (kōōl) (spōōl) (pōōl)

Separate is one of the archdemons of English spelling. Give some dramatic emphasis to the *a* which forms the middle syllable of the word.

Review: to-morrow (411), to-night (411), to-day (260), tears (409), tease (409), while (411).

Review the words taught in Lesson 414.

Lesson 417

Teach: milk, silk, cloth, comb
(mīlk) (sīlk) (klōth) (kōm)

Don't mispronounce *comb* in order to make its spelling easier. Fix the habit of placing a *b* at the end of the word by having it written several times in context. For caution, see § 44, Chapter IV.

Review: yard, brush, clothing, something

Review words taught in Lesson 415.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Never drill on a word or on a group of words beyond the point of active attention on the part of the individual or the class concerned. All drills should be short and "snappy."

Lesson 418

Teach: pond, beau ty, line, shine
(põnd) (bũ'ti) (lin) (shĩn)

Have pupils pronounce the word *pond* in several phrases or sentences; for example: *down at the mill pond*; *The ball fell into the pond*; *over by the frog pond*.

Review: forty, minutes (402), engine, quiet

Review words taught in Lesson 416.

Lesson 419

Teach: longest, luck, luck y, horse
(lõng'ěst) (lũk) (lũk'ı) (hõrs)

Before teaching *horse*, see § 11, § 12, Chapter IV.

Review: longer, automobile (412), price (415), straight (405)

Review words taught in Lesson 417.

Lesson 420

Teach: swal low, swal lowed, both er, be long, rock
(swõl'õ) (swõl'õd) (bõth'ěr) (ĩe-lõng) (rõk)

See *Suggested Lesson Plan C*, page 104.

The chief difficulty which arises in the spelling of *swallow* and *swallowed* grows out of mispronunciations. See § 13, § 14, Chapter IV.

Review: don't (395), mind, business (414), separate (416), move (415)

Review words taught in Lesson 418.

In connection with the suggestion given the pupils at the bottom of page 47 in their textbooks, impress upon them the importance of comparing their "picture" of the word or their written spelling of it with the word as it is printed in the book or as it has been written on the blackboard by the teacher.

Lesson 421

Teach: rod, bait, bub bles
(rõd) (bãt) (bũb'lz)

The word *bait* should be written in a complete sentence: *The boys will bait the fish hook; A fly is good bait for fish.*

âte, senâte, râre, cãt, locâl, fãr, âsk, párade; scêne, êvent, êdge, novêl, refêr;
rıght, sın; cõld, õbey, cõrd, stõp, cõmpare; ùnit, ùnite, bãrn, cùt, focũs, menũ;

Review: line, wait (221), open, mouths, pond (418), promised (416), beauty (418), maybe, does (146)

Review words taught in Lesson 419.

Lesson 422

Teach: beau ti ful, else, in side, hook, ol der, caught
(bū'ti-fōōl) (ēls) (In'sid") (hōōk) (ōld'ēr) (kōt)

See § 22, Chapter IV.

Review: for its breakfast, a beautiful fly,
What else can it be? inside the fly,
a great hook, I am older than (218) you.
If you bite you will be caught.

Review words taught in Lesson 420.

Lesson 423

Teach: for get ting, blame
(fōr-gēt'ing) (blām)

In practicing the oral spelling of *forgetting*, have pupils say: *f-o-r—g-e-t—t-i-n-g*. See § 23, § 24, Chapter IV.

Review: didn't (395) catch (273), grew (340) to be (94), waiting for (268) a chance, forgetting what mother had said, tried to swallow (420), lived longer, don't blame

Review words taught in Lesson 421.

Lesson 424

Teach: up on, clear
(ū-pōn') (klēr)

Review: Once (211) upon a time there was an old mother fish who lived with (106) her two children (156) in a deep (173) pool of clear cool water.

Review words taught in Lesson 422.

Before pupils write the remainder of this story, call attention to the apt words and phrases in the lessons on page 48. See § 5, § 6, § 7, Chapter IV. When the stories are complete, they should be read by the teacher. Incorrect spellings should be obliterated by her and the correct forms written above (see page 60); pupils who have done excellent written work should be commended.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

In the lower grades, the correct spelling of words must be taught. Pupils who have not yet learned efficient methods of study should be encouraged to follow the suggestions given at the beginning of each year's work in their spelling books.

Lesson 425

Teach: eye, eyes, hurt, hun dred
(i) (iz) (hûrt) (hûn'drêd)

Insist on the distinct enunciation of the second syllable of *hundred*.

Review: cloth, clothes (389), until, done (165)

Review words taught in Lesson 423.

Lesson 426

Teach: hair, curl, curl y
(hâr) (kûrl) (kûr'li)

Before teaching *hair* see § 11, § 12, Chapter IV. Have sentences written; as, *He had curly hair*.

Review: braid (298), comb (417), combed, can't, separate

Review words taught in Lesson 424.

Lesson 427

Teach: cost, wake, rake, stake, snake
(kôst) (wāk) (rāk) (stāk) (snāk)

Before teaching *stake*, see § 11, § 12, Chapter IV. Have sentence written: *We set a stake at every corner of the lot.*

Review: lost (223), horse (419), soldier (382)

Review words taught in Lesson 425.

Lesson 428

Teach: gar den, plant, cab bage, clo ver, corn
(gâr'dn) (plānt) (kăb'ăj) (klô'vêr) (kôrn)

Since the word *garden* is spoken much more frequently than it is written, it would be very unfortunate to acquire a wrong pronunciation of it for the sake of making its spelling easier.

Review: dinner (147), cooking (108), earth, bait (421), sweet, here and there (122)

Review words taught in Lesson 426.

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; seêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, búrn, cût, focûs, menû;

The actual correction of an error in spelling, whether oral or written, can be made only by the person who misspelled the word in question. Pupils must early be made conscious of the fact that a single misspelling may be the beginning of a bad spelling habit and that each must correct his own habits of faulty spelling.

Lesson 429

Teach: buck et, bar rel, swell, burst
(bŭk'et) (băr'el) (swel) (bŭrst)

Insist on the distinct enunciation of the short *e* in *bucket*. Overcome, by practice in sentences, the colloquial pronunciations of *barrel* and *burst*, which are chiefly responsible for the frequent misspellings of these words.

Review: something, else (422), to-night, to-morrow, boards, caught (422)

Review words taught in Lesson 427.

Lesson 430

Teach: air, fair, chair, pair
(âr) (iâr) (châr) (pâr)

See *Suggested Lesson Plan C*, page 104.

See § 11, § 12, Chapter IV. Have these words written in sentences.

Review: upon (424), brown, hair (426), a pair of glasses

Review words taught in Lesson 428.

Lesson 431

Review: ankle (392), automobile, beauty, beautiful (422), believe (374), bother, business, don't, engine (401), price, separate (416), straight

Review also words taught in Lesson 429.

Reread § 41, § 42, Chapter IV, and make it clear to every pupil that his spelling difficulties are *his own personal problems*. Others may help him, but he alone is responsible in the end for the kind of spelling he does.

Lesson 432

Teach: guess, guessed, crack, lack
(gēs) (gēst) (krāk) (lāk)

The word *guess* is a troublesome one. Give the class considerable practice on the correct pronunciation of *guessed*. Have it written in this sentence: *I guessed the wrong number.*

Review: promised, while, too (365), much

Review words taught in Lesson 430.

bōot, fōot; found; boil; function; chase; good; joy; *then*, *thick*; **hw** = wh as in when; **zh** = z as in azure; **kh** = ch as in loch. See *pronunciation key* in Appendix.

An excessive amount of uncorrected written work in the lower grades is one of the chief causes of faulty spelling in later years.

Lesson 433

Teach: bleed, feed
(blēd) (fēd)

See § 22, Chapter IV.

Review: need, seed, clover, plants, twice (415), maybe (379)

Lesson 434

Teach: mix, fix, wash, iron
(miks) (fiks) (wōsh) (ī'urn)

Do not mispronounce the word *iron* for the sake of making its spelling easier. Correct pronunciation must not be sacrificed.

Review: wear (181), clothes, until (411), hurt (425)

Review words taught in Lesson 432.

Lesson 435

Teach: a like, part, different, difference
(ā-lik') (pärt) (dif'ēr-ēnt) (dif'ēr-ēns)

A faulty pronunciation of *different* is chiefly responsible for the misspelling of this word.

Review: garden, forty (339), forgetting (423), somebody, barrel (429), inside

Review words taught in Lesson 433.

Lesson 436

Teach: bump, hump, lump
(būmp) (hūmp) (lūmp)

Review: air (430), chair (430), fair (430), team (413), horses, pair (430)

Review words taught in Lesson 434.

Lesson 437

Teach: rode, don key, town, clown
(rōd) (dōn'kī) (toun) (kloun)

See § 11, § 12, Chapter IV, before teaching *rode*.

Review: guess (432), who, down (168), brown

Review words taught in Lesson 435.

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bârn, cût, focûs, menû;

Never be impatient of a pupil's requests for help in the spelling of words which he needs at the time in his writing. Commend him for such requests. In most instances they indicate a developing "spelling conscience."

Lesson 438

Teach: tru ly, stamp, post of fice, yours
(trōō'li) (stämp) (pōst ôf'is) (yōōrz)

The word *truly* is a very troublesome word. Its mastery calls for an extraordinary amount of thoughtful practice in writing the word in context. For caution see § 44, Chapter IV.

Review: mail (103), write (237), letter, first, separate, promised (416), guessed (432)

Review words taught in Lesson 436.

Lesson 439

Teach: cir cus, an i mals, crowds, show
(sûr'kûs) (ăn'î-mălz) (kroudz) (shō)

Give special attention to pupils' pronunciation of *animals*.

Review: feeding (432), caught (422), mix, fix, can't (409), train (274)

Review words taught in Lesson 437.

Lesson 440

Teach: cam el, dust, dust y, dirt, dirt y, el e phant
(kăm êl) (dûst) (dûs'ti) (dûrt) (dûr'ti) (êl'ê-fănt)

See *Suggested Lesson Plan C*, page 104.

Insist on the distinct enunciation of the second and third syllables of the word *elephant*.

Review: large hump, bigger (363), biggest (363)

Review words taught in Lesson 438.

Lesson 441

Teach: gi raffe, boss, li on, king
(jî-ráf) (bôs) (lî'ûn) (kîng)

Review: monkey (276), horse (419), town, clown

Review words taught in Lesson 439.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, *thick*; hw = wh as in *when*; zh = z as in *azure*; kh = ch as in *loch*. See *pronunciation key* in Appendix.

Conduct a short informal discussion with the class on the questions asked at the bottom of page 54 in the spelling books. Endeavor to make the pupils increasingly discriminating in the matter of personal word lists, as a means to economy of time and efficiency in results. See § 42, § 43, Chapter IV.

Lesson 442

Teach: ber ry, ber ries, ros es, roots
(bēr'ī) (bēr'īz) (rōz'ēz) (rōōtz)

Review: cherry, cherries, plants

Review words taught in Lesson 440.

Lesson 443

Teach: dai sy, dai sies, field, sum mer; showed, show ing
(dā'zī) (dā'zīz) (fēld) (sūm'ēr) (shōd) (shō'ing)

See § 22, § 23, § 24, Chapter IV.

Review: shows

Review also words taught in Lesson 441.

Lesson 444

Teach: shot, spot, trip, ship, sin, thin, tin
(shōt) (spōt) (trīp) (shīp) (sīn) (thīn) (tīn)

Review words taught in Lesson 442.

Lesson 445

Teach: pro mot ed, fourth
(prō-mōt'ēd) (fōrth)

The word *fourth* should be pronounced by pupils in context; for example: *the fourth row of seats; the fourth of July.*

Review: guess (432), crowd (439), different (435), difference (435), business (414), separate, animals (439), written, truly (438)

Review words taught in Lesson 443.

In connection with the question at the bottom of page 56 in the spelling book, inquire what means pupils have taken to insure letterperfect spelling in their written work. Bring out the thought that when in doubt, they may consult older pupils or the teacher when she is not otherwise engaged.

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cōld, ôbey, cōrd, stōp, cōmpare; ûnit, ûnite, bûrn, cût, focûs, menî;

Lesson 446

Review: awhile ago, bigger than, nearly alike, too often, each one, string of beads, pair of shoes, belong to him.

Review also words taught in Lesson 444.

Lesson 447

Review: busy bees, different kinds, curly hair (426), two men, drive horses, no better, ripe fruit, rich cream

Review also words taught in Lesson 445.

Lesson 448

Review: either one, this time, dear friend, heavy frost, too many, drew picture, fourth grade, what else

See § 44, Chapter IV.

Lesson 449

Teach: months, Jan u ary, Feb ru ary, March, A pril, May, June.
(mūnthz) (jān'ū-ā-rī) (fēb'rōō-ā-rī) (mārch) (ā'prīl) (mā) (jōōn)
Ju ly, Au gust, Sep tem ber, Oc to ber, No vem ber, De cem ber
(jōō-lī) (ō'gūst) (sēp-tēm'bēr) (ōk-tō'bēr) (nō-vēm'bēr) (dē-sēm'bēr)

The common errors in spelling the months of the year are chiefly due to colloquial pronunciations. This is notably the case with *February*, and to a lesser degree with *January*, *April*, and *August*. Remove the cause by emphasis upon correct clear-cut pronunciation of these frequently used words.

Lesson 450

Review: arithmetic, awake, below, blind, caught, clear, daisies, field, flowers, fellow, food, good, guess, hundred, ice, lunch, same, should, stamp, summer, truly, upon, watch, yellow

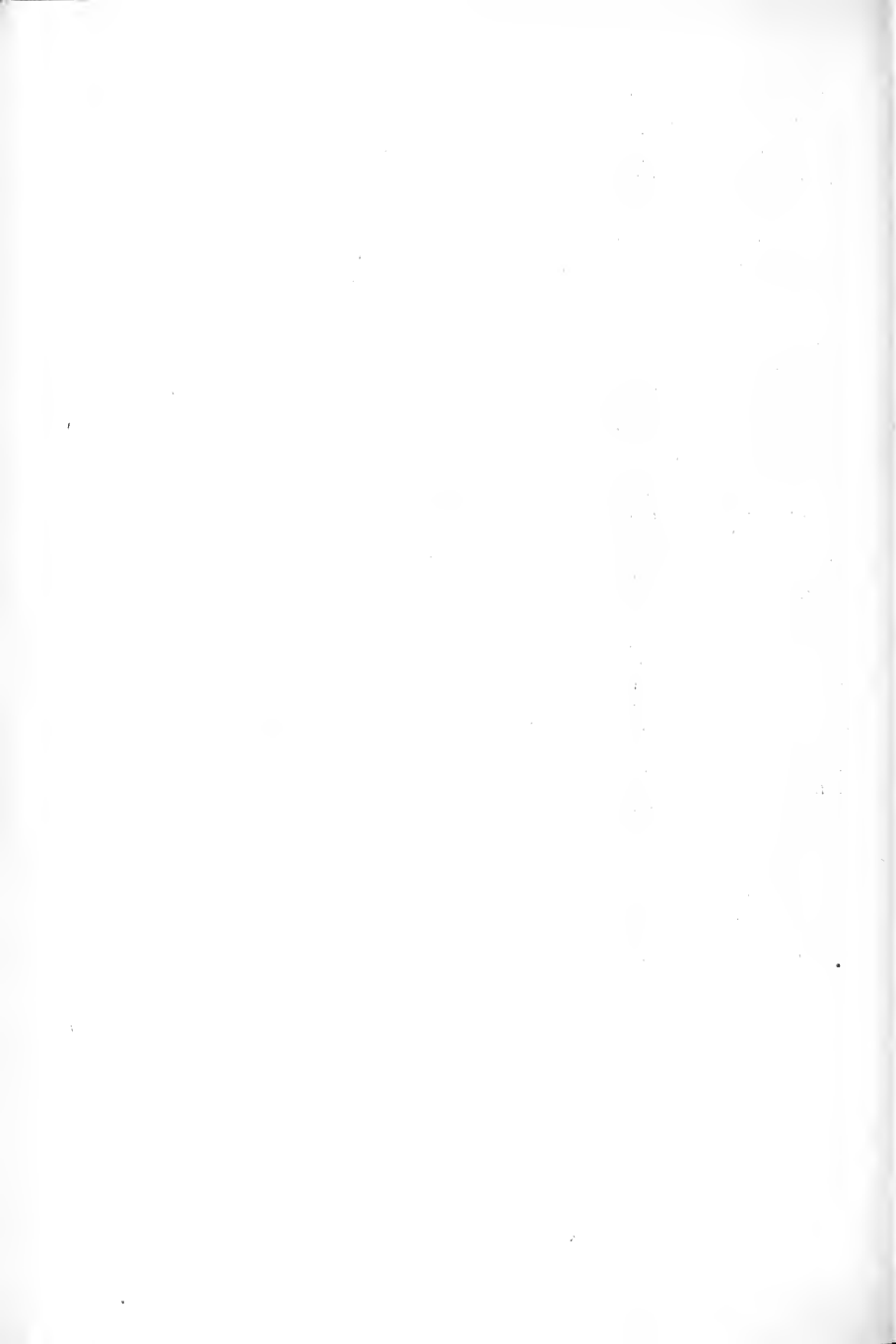
This lesson marks the completion of another year's work. If by reason of a long school year you should have some time left before the close of the semester, it may well be given to a comprehensive review of the words in the Review List on pages 59, 60, 61 and 62. Special attention should also be given to the lists in the spelling pockets and to the teacher's list of "spelling demons." (See § 42, § 43, Chapter IV.)

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Review List

- | | | | |
|------------------|-----------------|------------------|------------------|
| above | blind | danced (278) | forty (399) |
| ache (327) | blue (231) | did (19) | four (53) |
| afraid (294) | board (388) | didn't (395) | fourteen (352) |
| after (5) | borrowed (378) | die (374) | fourth (445) |
| afternoon (180) | both (218) | difference (435) | Friday (304) |
| again (203) | bother | different (435) | friend (351) |
| ago | bought (341) | digging (394) | frightened (312) |
| air (430) | boys (34) | dirty (440) | froze (325) |
| allowed (334) | bread (322) | dishes | frozen (325) |
| alone | break (321) | divide (287) | fruit (307) |
| along | breakfast (321) | doctor (233) | funniest (405) |
| already (244) | brought (341) | does (146) | funny (137) |
| also | building (326) | doesn't (395) | garden |
| always (193) | bundle (346) | dollar (277) | getting (293) |
| am | burn (253) | don't (395) | girl (75) |
| among (244) | burned (253) | double (393) | good-by |
| animals (439) | burst (429) | dream (413) | grapes (299) |
| answer (290) | business (413) | dropped (308) | great (313) |
| answered (290) | busy (168) | dropping (315) | grocery (414) |
| anything (365) | button (275) | during (364) | guess (432) |
| April (449) | buy (38) | earth (407) | guessed (432) |
| apron (357) | cabbage (428) | Easter (406) | half (370) |
| asked (384) | called (203) | easy (251) | Hallowe'en (314) |
| asleep | camel (440) | eight (348) | hammer (391) |
| are | can't (409) | either (359) | hands (28) |
| August (449) | carried (403) | eleven (352) | happen (309) |
| automobile (412) | catch (273) | else (422) | hear (71) |
| baking | caught (422) | engine (401) | heard (309) |
| banana (303) | cellar (394) | enough (366) | heart (377) |
| barrel (429) | chained (274) | excused (283) | heavy (347) |
| beat (105) | chair (430) | farther (346) | held (216) |
| beautiful (422) | changed | fastened (404) | her |
| beauty (417) | chicken | feather (288) | high (315) |
| because (210) | children (156) | February (449) | him |
| began (97) | chimney (345) | fed | his |
| beggar (387) | circus (439) | fell | holiday (342) |
| begin | clear (424) | fence (315) | horse (419) |
| beginning (272) | cloth | few (340) | hour (362) |
| begun | clothes (389) | field (443) | hundred (425) |
| behind (180) | clothing (389) | fifteen | hungry (142) |
| believed (374) | coffee (362) | fifty | hurry |
| below | color (306) | fighting (185) | inches |
| berries (442) | coming (107) | find (78) | invited |
| berry | cooky (333) | finger (392) | isn't (395) |
| besides | could (196) | finished | January (449) |
| between (362) | couldn't (381) | five (53) | jolly (343) |
| biggest (363) | count (276) | flies (338) | juicy (321) |
| birds (50) | covered (294) | follow (311) | July (449) |
| biscuit (356) | crack | forenoon (386) | kept (296) |
| bitter (327) | crawled (290) | forget (215) | kind (78) |
| blame | crooked (405) | forgetting (423) | knees (315) |
| bleed (432) | crowds (439) | forgot (215) | knew (337) |

knives (353)	page (267)	shouldn't (381)	through (344)
laid (298)	paint (373)	showed	Thursday (303)
larger	part	side	tired (327)
laugh (293)	party	sight (185)	to-morrow (411)
learned (252)	patch (273)	sister (75)	to-night (411)
letters (343)	peach (299)	sleigh (344)	took
list	peanut (307)	smaller	track
listen (279)	picture (133)	smallest	tried (330)
listened (283)	places (326)	smooth (388)	true (386)
lose (400)	plant	soldier (382)	truly (438)
lots	plate (361)	somebody (410)	try
loud	played (384)	something	Tuesday (301)
lucky	please (128)	soon	turning (305)
making (99)	post office (438)	south	twelve
many (54)	potato	spelled (323)	uncle (220)
maybe (379)	present (342)	spelling (323)	until (411)
meat (105)	pretty (306)	splinter	used (375)
mind (407)	price (415)	spring (58)	visit (151)
minutes (402)	promised (416)	square	voices (370)
mix	prove (415)	stands (28)	war (382)
Monday (300)	pumpkin (314)	started (97)	was
months (449)	put (216)	stopped (308)	water (291)
more	quiet (402)	stories (382)	Wednesday (302)
moved (415)	rabbit (96)	straight (405)	went (111)
naughty (320)	reached (100)	street (408)	were (205)
nearly (379)	recite (282)	such (167)	when (154)
neither (359)	remember	sure (289)	where (122)
never	ride	surely (296)	which (223)
nice (258)	rode (437)	table (354)	white (199)
nickel (277)	rope (376)	tablet	winter (217)
nobody (410)	Saturday (304)	taking (99)	wishing
nothing (208)	saucer (361)	talked	won't (293)
November (449)	saw (11)	teach (100)	work
number	says (323)	teacher (110)	world (407)
o'clock (363)	school (91)	tears (409)	would (198)
off (347)	seen (316)	tease (409)	wouldn't (381)
often (209)	separate (416)	telephone (412)	writing (287)
only (251)	September (449)	then (213)	written (343)
orange (303)	shelf	these (318)	wrong (62)
organ (279)	shelves (355)	thick	yesterday (260)
others (251)	shining (292)	things	your (41)
outside	shook	thought (341)	yours
over	should (196)		



INTRODUCTION TO FOURTH YEAR

Introduce the class to the work of the fourth year by making appropriate and specific reference to the suggestions printed for their guidance on page 64 in their texts. Also refer them back to page 2 for a more elaborate statement of how to review spelling words. Read with them the directions printed on the spelling pocket on the inside of the last cover of their texts.

One of the distinctive things about the work of the fourth year should be the introduction of the pupils to the use of the dictionary. In the Appendix to this Manual, exercises are given which will be helpful in teaching children to make proper use of the dictionary as an aid in spelling. From this point on in the treatment of individual lessons, frequent reference will be made to these exercises.

In order that you may be able to explain fully the meaning of the last suggestion on page 64 in the textbook, reread the *Development of a Spelling Conscience*, page 24 in this Manual.

Reread letter on page xii.

Suggested Lesson Plan D

(For Fourth Year)

STEP I. TEACH SEPARATELY EACH NEW WORD IN THE LESSON:

(1) **Teacher writes the word on the blackboard and then pronounces it distinctly but without exaggeration. The word must not be presented with syllables separated by spaces or hyphens.*** Such procedure would tend to give the pupil a faulty impression of the word as a whole.

(2) **Pupils pronounce the word correctly several times.** The teacher may call upon several pupils in turn and then upon the group in concert.†

(3) **Pupils use the word orally in sentences.** The teacher may call upon several pupils in turn, until it becomes reasonably certain that all members of the class are familiar with the meaning and use of the word.

(4) **Teacher may indicate any troublesome part of the word** by tracing it in colored crayon, by underlining it, or by otherwise directing attention to it, *but never by calling attention to any wrong way of spelling it.*

(5) **Teacher indicates syllabication of word** by pronouncing each syllable and at the same time tracing with pointer an imaginary curved line under it, and then by spelling the word orally; for example, *e-n—j-o-y* (pausing briefly at the end of each syllable

* For the convenience of the teacher, the new words in each lesson in this Manual are separated into syllables by spaces. They should not, however, be presented in this manner to pupils.

† Concert work is usually neither valuable nor safe unless it is preceded or followed by individual work.

without pronouncing the syllable). In this step the teacher should pronounce the word before and after each spelling.

(6) Several pupils in turn are called upon to spell the word orally by syllables, as in (5) above.

(7) The entire class with eyes closed, spell the word orally while each endeavors to picture to himself the word as it appears in written form. Then each opens his eyes and compares his "picture" with the word as it is written on the blackboard.

(8) Each pupil writes the word, quietly pronouncing each letter as he writes it, and then compares the word as he has written it with the word as it is spelled on the blackboard or in the book.

STEP II. REVIEW ALL OTHER WORDS OF THE LESSON:

Any or all of the steps indicated in (1) to (8) above may be taken, *if necessary*, in reviewing any difficult word. Emphasis should vary according to the degree of difficulty.

Review also the new words in the lesson second preceding. Give particular attention to any pupils who may have been absent when these words were taught.

STEP III. CONDUCT, FOR A BRIEF PERIOD, INTENSIVE INDIVIDUAL STUDY:

Each pupil studies the words of the lesson from his textbook, following the plan given him on page 64.

STEP IV. TEST:

Teacher dictates the words of the lesson in phrases or short sentences. Sentences should be so formed as to indicate, when possible, the meaning of the word. Example: *The **weather** was fair yesterday.* If in forming such phrases or sentences, it is necessary to

use words which pupils have not yet learned to spell, these words should be written on the blackboard so that they may be copied. Teacher collects papers for checking.

The teacher should keep for frequent review and drill, a list of any words from the spelling lesson which have been misspelled by any considerable number of the class.

STEP V. MAKE ASSIGNMENT FOR INDEPENDENT STUDY:

Teacher returns spelling papers of previous day with misspelled words completely obliterated but with correct spelling of these words indicated. (See *Testing Spelling and Checking Errors in Lower Grades*, page 60.)

Each pupil enters on the list in his spelling pocket the words he has misspelled and reviews these words, following the directions on page 2 in his spelling book. He also reviews in the same manner the words previously written on the list.

In their individual study, pupils should be encouraged to visualize each word, that is, "to close their eyes and try to see the letters in their places," then to look at the word in the book or on the blackboard, and again to close their eyes and try to picture it; and finally to write it and then compare its spelling with the word in the book or on the blackboard.

An occasional free study period of a few minutes may be occupied profitably by students assigned in pairs to drill each other on the pronunciation and oral spelling by syllables of the words of the preceding lesson. At least an hour should elapse between the spelling lesson and this study period. In so far as possible, each pupil who is weak in spelling should be assigned to study with one who is strong in spelling.

The actual correction of an error in spelling, whether oral or written, can be made only by the person who misspelled the word in question. Pupils must early be made conscious of the fact that a single misspelling may be the beginning of a bad spelling habit, and that each must correct his own habits of faulty spelling.

Lesson 451

Read the INTRODUCTION TO FOURTH YEAR, page 153.

Teach: va ca tion, fished, fish ing, af ter ward, looked
(vâ-kâ'shûn) (fîshd) (fîsh'ing) (áf'tēr-wêrd) (lōōkd)

See *Suggested Lesson Plan D*, page 154 and *Testing Spelling and Checking Errors*, page 60. Also § 1, § 2, § 3, § 4, and § 22, Chapter IV.

Review: looking, about, above

Note Step II in Lesson Plan.

Lesson 452

Teach: fol lowed, dreamed, dressed
(fōl'ōd) (drēmd) (drēsd)

See *Suggested Lesson Plan D*, page 154.

Give special attention to drill on pronunciation of *followed*.

Review: yesterday (260), August (449), changed, beggar (387), allowed (334), separate (416)

It is well to refer to the lessons in which the more difficult of these words were first taught. Such lesson numbers are given in parenthesis after the words in this review list.

Lesson 453

Teach: aw ful, stood
(ô'fōōl) (stōōd)

See *Suggested Lesson Plan D*, page 154.

Review: again almost (115), anything (365), know (124), nothing (208), begin, doing (192), making (99)

Review also words in Lesson 451.

âte, senâte, râre, cât, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; rîght, sîn; cōld, ôbey, cōrd, stôp, cōmpare; ûnit, ûnite, bûrn, cût, focûs, menû; bôôt, fôôt; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 454

Teach: o cean, bot tom, pad die, float
(ō'shān) (bōt'ūm) (pād'l) (flōt)

See *Suggested Lesson Plan D*, page 154. See also § 23, § 24, § 26, § 27, § 28, Chapter IV.

Review: white (199), showed, who (150), why, different (435), difference (435)
Review also words taught in Lesson 452.

Lesson 455

Teach: a live, spoke, claws, pinch
(ā-liv') (spōk) (klōz) (pīnch)

See *Suggested Lesson Plan D*, page 154. Before teaching *claws* see § 11, § 12, Chapter IV.

Review: found (143), made (187), soon, where (122), they (146), were
Review also words taught in Lesson 453.

Lesson 456

Teach: dug, picked, shov el, spade
(dūg) (pīkt) (shŭv'l) (spād)

See *Suggested Lesson Plan D*, page 154.

Review: vacation, picture (133), both (218), hands, have, been (188)
Review also words taught in Lesson 454.

Lesson 457

Teach: bath ing, wad ing, coaxed, begged
(bāth'ing) (wād'ing) (kōkst) (bēgd)

See *Suggested Lesson Plan D*, page 154. Insist on the distinct enunciation of the first *e* in *begged*.

Review: stands, behind, afraid (294), across (191), animals, shells
Review also words taught in Lesson 455.

Lesson 458

Teach: clam, crab, filled, dan ger, dan ger ous
(klām) (krāb) (fīld) (dān'jēr) (dān'jēr-ūs)

See *Suggested Lesson Plan D*, page 154. Give special attention to the correct pronunciation of *dangerous*.

âte, senâte, râre, căt, locâl, fâr, âsk, párade; scêne, évent, édge, novêl, refêr;
rîght, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bârn, cût, focûs, menü;

Review: afterward, reached (100), again (203), almost, through (344), here (193), alone, came

Review also words taught in Lesson 456.

Devote a few minutes to a conference with the class with books open at page 64. Have two or three pupils illustrate, in as far as possible, this method of studying a new word.

Lesson 459

Teach: queer, blistered, pile, suits
(kwēr) (blis'tērd) (pīl) (sūtz)

See *Suggested Lesson Plan D*, page 154. Before teaching *suits* see § 11, § 12, Chapter IV.

Review: people (149), boat, sail (103), bathing, warm (195) afternoon, pile of sand, wearing (181) their (318) suits, coming (107) after, don't (395) know, just (209) like

Review words taught in Lesson 457.

(On the assumption that the teacher has by this time become entirely familiar with *Suggested Lesson Plan D*, less frequent reference will be made to it from this point on, except at the beginning of the second half of the year.)

Lesson 460

Review words taught in Lesson 458.

Devote this period principally to very informal narratives of the real or imaginary seashore experiences of the members of the class. Write on the blackboard any hard words of probable use in the narratives, especially such words as children might wish to use in writing a letter about a seashore or bathing beach experience. See § 5, § 6, § 7, Chapter IV.

Lesson 461

Teach: soak, slip pers, umbrella
(sōk) (slīp'ērz) (ūm-brēl'ā)

Give special attention to correct pronunciation of *umbrella*. See § 23, Chapter IV.

Review: yesterday, along, followed (452), soaked, August (449), corner (215), bottom (454), ocean (454), awful (453), which (223)

Review also words taught in Lesson 459.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; *hw* = wh as in when; *zh* = z as in azure; *kh* = ch as in loch. See *pronunciation key* in Appendix.

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 462

Teach: seemed, last ed, be come, diz zy
(sēmd) (lāst'ēd) (bē-kūm') (dīz'ī)

Before teaching *seemed*, see § 11, § 12, Chapter IV. Have this word written in sentence: *He **seemed** older than he was.*

Review: across, because (210), broken, every, from, before (194), begin, began (97), begun

See § 44, Chapter IV.

Lesson 463

Teach: ex cept, rath er, since, quite
(ĕk-sĕpt) (rāth'ēr) (sīns) (kwīt)

Give special attention to drill on correct pronunciation of all of these words. See § 13, § 14, Chapter IV. Have *except* written in a sentence: *All of our family were there **except** father.*

Review: learned (252), lesson (252), summer (443), made, page (267), isn't (395), shovel (456), bathing, washing

Review also words taught in Lesson 461.

Lesson 464

Teach: mi nus, sum, di vi sion, fig ures
(mī'nūs) (sūm) (dī-vīzh'ūn) (fig'ūrz)

Give considerable drill on the distinct enunciation of the first syllable of *division* and the last syllable of *figures*.

Review: add, ago, any (239), five, four, none (259), coaxed (457), begged (457), called (203)

Review also words taught in Lesson 462.

Lesson 465

Teach: sen tence, pe ri od, dic tion a ry, mul ti plied
(sĕn'tēns) (pĕ'rī-ōd) (dīk'shūn-ā-rī) (mūl'tī-plīd)

Insist on distinct enunciation of the middle *e* in *sentence*, and of *a* in *dictionary*.

Review: business (413), danger, dangerous (458), class (267), coming, months (449), separate, sometimes (152), afternoon (180)

Review also words taught in Lesson 463.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scĕne, ĕvent, ĕdge, novĕl, refĕr;
right, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

"Correcting" spelling papers does not correct spelling errors. Such checking is a waste of time and effort unless the errors are actually corrected by the pupil who made them. See § 39, § 40, § 41, § 42, § 43, Chapter IV.

Lesson 466

Teach: blot, blot ter, lead
(blöt) (blöt'ēr) (lēd)

Before teaching *lead*, see § 11, § 12, Chapter IV. Pronounce this word in several complete sentences; for example: *Give me the lead pencil; He worked in the lead mines.*

Review: wearing, their, suits (459), pile, lots, queer (459), pencil (267), umbrella (461), vacation, Saturday (304)

Review also words taught in Lesson 464.

Lesson 467

Teach: born, cal en dar, date
(börn) (käl'en-dēr) (dāt)

See § 23, § 24, Chapter IV.

Review: people, which, white, seemed (462), beauty (418), beggar

Review also words taught in Lesson 465.

Lesson 468

Teach: nine teen, six teen, thir teen, tenth
(nīn'tēn) (sīks'tēn) (thūr'tēn) (tēnth)

"Notice that the first part of *nineteen* is *nine*."

Review: addition (281), allowed, anyway (358), anywhere (358), believe (374)

Review also words taught in Lesson 466.

Lesson 469

Teach: fur ther, in stead, though
(fūr'thēr) (īn-stēd') (thō)

See § 9, § 10, § 23, § 24, Chapter IV.

Review: rather (463), except (463), quite (463), truly (438), because, cannot (248)

Review also words taught in Lesson 467.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See pronunciation key in Appendix.

Lesson 470

Review: lasted, since (463), dizzy (462), become (462), class, cards, they, make, just, must, isn't, warm

See *Suggested Lesson Plan D*, page 154.

Review also words taught in Lesson 468.

Devote a few minutes to a consideration of the answers which the children will propose to the question at the bottom of page 70 in their spelling books. Commend the best of these answers.

Lesson 471

Teach: his to ry, prob lem, ge og ra phy, pro nounce
(hîs'tô-rî) (prôb'lēm) (jê-ôg'rá-fî) (prô-nouns')

The chief spelling difficulties in the case of the words *history*, *problem* and *geography* grow out of faulty pronunciations. See § 13, § 14, Chapter IV. Give pupils abundant practice on correct pronunciation of these words.

Review: figures (464), sum, spell, child (156), sentence (465), period (465), children, umbrella (461), beginning (272)

Review words taught in Lesson 469.

Lesson 472

Teach: of fice, prin ci pal, li bra ry
(ôf'is) (prî'n'sî-păl) (lî'brā-rî)

The characteristic misspellings of *office* and *library* grow out of mispronunciations of these words. Before teaching *principal*, see § 11, § 12, Chapter IV. Always pronounce this word in a complete sentence; for example: *That is the principal hotel; He is principal of our school.*

Review: any, every (132), none, desk (267), seat (105), keep (173), dictionary (465), paper (267), school, absent

See § 44, Chapter IV.

Lesson 473

Teach: lawn, foun tain, moun tain
(lôn) (foun'tîn) (moun'tîn)

See § 22, Chapter IV.

Review: arithmetic (281), business, Thursday (303), one, two, weeks (304), beautiful (422), separate (416), Saturday

Review words taught in Lesson 471.

âte, senâte, râre, cât, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 474

Teach: lov ing, sor ry
(lŭv'ing) (sŏr'ŷ)

See *Indirect Tests*, page 10.

Review: asked (384), mamma, said (207), so, many times, further (469), instead (469), though (469)

Review words taught in Lesson 472.

Lesson 475

Teach: re ceived, in vi ta tion, ad dress, en vel ope
(rê-sêvd) (in'vi-tā'shŭn) (ă-drēs') (ĕn'vel-lŏp)

Ask the class to suggest an association for the *ci* in *receive*. See § 27, § 28, Chapter IV. Special attention to practice on the distinct enunciation of *vi* in *invitation* and of *ve* in *envelope*.

Review: writing, letter (343), friend (351), answered (290), August (449), calendar (467), tenth, first, fourth (445)

Review also words taught in Lesson 473.

Lesson 476

Teach: pos tal, wrote, re ply, re main
(pŏs'tāl) (rŏt) (rê-plŷ') (rê-mān')

Before teaching *wrote*, see § 11, § 12, Chapter IV.

Review: teacher (110), principal (472), library (472), lead (466), pencil, eraser (267), automobile (412), geography (471), pronounce (471)

Review also words taught in Lesson 474.

Devote a short period to drill on EXERCISE I in the Appendix to this Manual.

Lesson 477

Teach: coach es, sta tion, tick et, fare
(kŏch'ĕz) (stā'shŭn) (tik'ĕt) (fār)

Before teaching *fare*, see § 11, § 12, Chapter IV. Have pupils pronounce this word in sentences; for example: *His car fare is 30 cents a trip; The conductor collects the fare.*

Review: office (472), ready (115), which, besides, between (362), through

Review words taught in Lesson 475.

bŏot, fŏot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 478

Teach: stayed, stay ing
(stād) (stā'ing)

The word *stayed* is a troublesome one. Give it an extraordinary amount of attention. See § 23, § 24, Chapter IV. Have it pronounced and written: *He stayed away all afternoon.*

Review: seemed months, quite (463), sure (289), history (471), problem (471), believe, guess (432)

Review words taught in Lesson 476.

Lesson 479

Teach: com pa ny, cou s in, fam i ly, par ents
(kūn'pā-nī) (kūz'n) (fām'ī-lī) (pār'ēntz)

Give special attention to practice in correct pronunciation of *family*, with distinct enunciation of the syllable *i*.

Review: their father, dear, uncle (220), truly, yours (438)

Review also words taught in Lesson 477.

Lesson 480

Teach: con duc tor, pas sen ger, trunk, a ble
(kōn-dūk'tēr) (pās'en-jēr) (trūnk) (ā'bl)

See *Suggested Lesson Plan D*, page 154.

Insist on distinct enunciation of *u* in second syllable of *conductor*.

Review: envelope (478), address (475), received (475), since, sorry, many, fountain (473), mountain (473), umbrella (461)

Review also words taught in Lesson 478.

It is well to look up the suggestions made in the teaching of the difficult words in the review list, by reference to the lessons in which these words were taught. These lesson numbers are given in parenthesis after many of these words.

Have the pupils recall the association agreed upon in Lesson 475 for remembering the *ei* in *receive*.

Lesson 481

Teach: beast, fierce, es cape, brave, safe, sound
(bēst) (fērs) (ēs-kāp') (brāv) (sāf) (sound)

Drill on correct pronunciation of *escape*.

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ēdge, novēl, refēr;
right, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Review: country, visit, invitation (475), Wednesday (302), loving, afraid, where they were (205), safe and sound

Review also words taught in Lesson 479.

Give a few practical illustrations of the way in which we are helped in remembering the spelling of certain words; for example: the *lie* in *believe*, the *sin* in *business*, the *ear* in *hear*, etc.

Lesson 482

Teach: back wards, a gainst, bawl ed, calf
(băk'wêrdz) (ă-gênst') (bôld) (kăf)

Be sure to have *bawled* pronounced and written in context; for example: *The calf bawled all night.*

Review: girl, said, field (442), city (232), bees (397), animals (439)

Review also words taught in Lesson 480. See § 39, Chapter IV.

Lesson 483

Teach: a cre, farm, farm er, barn
(ă'kêr) (fărm) (făr'mêr) (bărn)

See § 22, § 44, Chapter IV.

Review: held (216), help (216), home, hope, keep, eried (330)

Review also words taught in Lesson 481.

Lesson 484

Teach: nois y, goose, lay ing, keep ing
(noiz'y) (gôôs) (lă'ing) (kêp'ing)

Review: instead, though, stayed (478), wrote (476), remain (476), reply

Review also words taught in Lesson 482.

Lesson 485

Review: write (237), letter, visit (151)

Review also words taught in Lesson 483.

The story referred to in the spelling book may be based on an actual visit or an imaginary one. Allow pupils to use their dictionaries freely; also act upon suggestions given in § 5, § 6, § 7, § 8, in Chapter IV. These stories should be read by the teacher and the spelling corrected. See page 60. Good work in composition and especially in spelling should always be commended.

bôôt, fôôt; found; boil; funtion; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

It may often be advantageous to look up the lessons indicated by numbers in parenthesis, to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 486

Teach: age, old est
(āj) (ōl'dēst)

See § 18, § 19, § 20, Chapter IV.

Review: older, parents, company (479), born, near, cousin (479), family (479)
Review also words taught in Lesson 484.

Lesson 487

Teach: a corn, chest nut, ker nels, hand ful
(ā'kôrn) (chēs'nūt) (kūr'nēlz) (hānd'fōol)

See § 25, Chapter IV, before teaching *chestnut*.

Review: beast, fierce (481), escape (481), mountains, country (234), geography, could (196), should (196), would (198)

See § 39, Chapter IV.

Lesson 488

Teach: what ev er, when ev er, **wheth** er, with out
(hwōt-ěv'ēr) (hwěn-ěv'ēr) (hwēth'ēr) (wīth'out)

The word *whether* should be pronounced and written in context; for example: *I do not know **whether** you want me to go or to stay; Tell me, please, **whether** I should use a capital or a small letter.* Give special attention to correct enunciation of the *wh* sound in this *very* troublesome word.

Review: station, conductor (480), business (413), new (225), trunk, ready, address, received, answered

Review also words taught in Lesson 486.

Before discussing with the class the reasons for the suggestion at the bottom of page 76 in their books, reread § 4, Chapter IV.

Lesson 489

Teach: base ment, fur nace, ceil ing, stairs
(bās'měnt) (fūr'nās) (sēl'ing) (stārz)

See § 23, § 24, § 26, § 27, § 28, Chapter IV.

Review: house (94), cellar (394), dark, chimney (345), already, against (482), build (254), built (254), done (165)

Review also words taught in Lesson 487.

âte, senâte, râre, căt, locăl, făr, ásk, párade; scēne, ěvent, ědge, nověl, refěr; rĭght, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ũnit, ũnite, bŭrn, cŭt, focŭs, menŭ;

The teacher should so plan all written work that pupils will not be forced by circumstances to guess at the spelling of new or difficult words. See § 5, § 6, § 7, § 8, Chapter IV.

Lesson 490

Teach: tan gled, tracked, of fered, pressed
(tǎn'gld) (trǎkt) (ǒf'ěrd) (prěsd)

See *Suggested Lesson Plan D*, page 154.

See § 22, Chapter IV.

Review: acre (483), farm, farmer, two, able (480), men, waiting (221), wanted, writing

Review also words taught in Lesson 488.

Lesson 491

Review: noisy, laying, keeping, kennels, stayed, figures (464), times, dozen, uncle, forty (399), guess (432), chalk

Review also words taught in Lesson 489.

Devote a few minutes to a drill on EXERCISE II in the Appendix to this Manual.

Lesson 492

Teach: leak, lean, mean, treat
(lēk) (lēn) (mēn) (trēt)

See § 5, § 6, § 7, Chapter IV.

Review: round (143), sure, forget (215), clean (225), can't (409), don't, fourth, excuse (283), forgot (215)

Review also words taught in Lesson 490.

Lesson 493

Teach: pleas ant, use ful
(plěz'ánt) (ūs'fōōl)

Insist on distinct enunciation of *a* in last syllable of *pleasant*.

Review: whether (488), always (193), among (244), automobile, separate, beautiful (422), building (326), believed (374), guessed (432)

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Frequent drills in the lower grades on the technique of correct procedure in independent study is the best possible insurance against waste of effort and unsatisfactory results in spelling in the upper grades.

Lesson 494

Teach: east, news, fool, skip
(ēst) (nūz) (fōol) (skīp)

Review: street (408), north (208), south, city, our (209), own (327), drop, goes (201), gone

Review also words taught in Lesson 492.

Inspect the lists kept by pupils in their spelling pockets. See § 42, § 43, Chapter IV.

Lesson 495

Teach: po ny, po nies
(pō'nī) (pō'nīz)

Review: when, where (122), then (213), ride, once (211), win, does (146), each (100), going (201), having (180), taking (99)

Review words taught in Lesson 493.

Lesson 496

Teach: care ful, care less, slip, kick
(kār'fōol) (kār'lēs) (slīp) (kīk)

"Notice that the first part of *careful* and the first part of *careless* is *care*. Notice also that in every case, *care* has an *e* on the end."

Review: instead, already (244), either (359), went (111), which, hunt, offered, pressed, invited

Review words taught in Lesson 494.

Lesson 497

Teach: whip, whipped, heav i er, heav i est
(hwīp) (hwīpt) (hēv'ī-ēr) (hēv'ī-ēst)

Review: furnace (489), ceiling (489), basement (489), tried (330), truly (438), forty, mountains, beginning, geography

Review words taught in Lesson 495.

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; rîght, sîn; côld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Never allow pupils to copy words or sentences for so long a period that physical fatigue results in carelessness in spelling.

Lesson 498

Teach: col lar, har ness, hitched
(köl'är) (här'nēs) (hīchd)

See § 18, § 19, § 20, Chapter IV.

Review: fastened (404), horse (419), donkey (437), team (413), pair (430), shoes (263), stockings (162)

Review words taught in Lesson 496.

Lesson 499

Teach: to geth er, to ward, taught, goat
(tōō-gēth ēr) (tō'ērd) (tôt) (gōt)

The word *together* is a troublesome one. Have it pronounced and written in context; for example: *They walked along together.* Insist on the correct pronunciation of *toward*.

Review: mean, tease (409), always, among, started (97), caught (422)

Review words taught in Lesson 497.

Lesson 500

Teach: owned, drove, mile, wheels
(ōnd) (drōv) (mīl) (hwēlz)

See *Suggested Lesson Plan D*, page 154.

Review: two, boys, road (158), race, shed (175), stop

Review words taught in Lesson 498.

Lesson 501

Teach: up set, tum bled, los ing, struck, jumped
(ŭp-sēt') (tŭm'bld) (lōōz'ing) (strŭk) (jŭmpt)

See § 22, § 44, Chapter IV.

Review: pleasant (493), useful (493), used (380) to, east, skip, does, going, running (177)

Review words taught in Lesson 499.

Take a minute to ascertain how individual pupils arrange to get enough drill in the review of *their own* hard words.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, *thick*; hw = wh as in *when*; zh = z as in *azure*; kh = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 502

Teach: bare, breath, switch, prize
(bâr) (brëth) (swîch) (prîz)

Review: riding (189) bare back, out of breath, have to (243) hurry, threw (376)
away switch, rode (437) off (347), win, lose (400)

Review words taught in Lesson 500.

The story referred to on page 81 of the spelling book will in all probability be an imaginary one. Promise the pupils in advance that the best story, if all the words used in it are spelled correctly, will be read to the class. Allow pupils to use their dictionaries freely. Act on the suggestions given in § 5, § 6, § 7, § 8, Chapter IV. Always commend written work which is free from errors in spelling.

Lesson 503

Teach: peace, worth
(pēs) (wûrth)

Always have the word *peace* pronounced and used in context; for example:
*Our country is at **peace**. The President loved **peace** and hated war.*

Review: war (382), fighting (185), wishing, passed, pony, (495) kick, hurt (425),
since (463), careful (496), careless (496), excuse

Review also words taught in Lesson 501.

Lesson 504

Teach: ne gro, ne groes
(nē'grō) (nē'grōz)

See § 22, Chapter IV.

Review: once, some (125), heard (309), went, hundred (425), forty (399),
hair (426), curl, braid (298)

Review words taught in Lesson 502.

Lesson 505

Review: either, inside, guess (432), whether, ceiling, divide (287), collar (498),
harness, crooked (405), double (393), round

Review also words taught in Lesson 503.

Lesson 506

Teach: roller, skates, skated
(rōl'ēr) (skätz) (skāt'éd)

âte, senâte, râtre, căt, locăl, făr, âsk, pârade; seêne, êvent, êdge, novël, refêr;
rîght, sîn; cōld, ôbey, cōrd, stôp, cōmpare; ûnit, ûnite, bârn, cût, focûs, menû;

Review: taught, horses, wheels, follow (311), owned, fourteen (352), together (499), toward (499)

Review also words taught in Lesson 504.

Lesson 507

Teach: bod y, breathe, fore head, wrist
(bōd'y) (brēth) (fōr'ēd) (rīst)

If pupils will remember that *fore* means, in this case, *the forward part of*, it may help them to remember the correct spelling of *forehead*. *Wrist* is a troublesome word.

Review: finger, arm, ankle (392), feet (197), head, cheek

Lesson 508

Teach: pave ment, side walk, slip per y
(pāv'mēnt) (sīd'wōk") (slīp'ēr-y)

Review: tumbled (501), struck (501), whipped (497), losing (501), upset, started, off

Review also words taught in Lesson 506.

Lesson 509

Teach: grown, loose, nailed, hailed
(grōn) (lōōs) (nāld) (hāld)

Have *loose* pronounced and written in context; for example: *He turned the horse loose in the field; The man stepped upon a loose board and fell into the river.*

Review: should, would, eight (348), hours (362), fourth (445), caught

Review also words taught in Lesson 507.

Lesson 510

Review: collar, shoes, umbrella (461), business, Christmas (462), half (370), chair (430), chain (274), negro (504), mile, writing (287), address (475), received (475), pleasant, bringing

See *Suggested Lesson Plan D*, page 154.

Review also words taught in Lesson 508.

Devote a few minutes to a dictionary drill after the fashion of EXERCISE II in the Appendix to this Manual.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

In the lower grades, it is well to give a period now and then to an informal discussion of each child's method of studying the spelling of typical difficult new words. Each child should be made conscious of the steps in his own procedure in learning words. If the procedure is a faulty one, improvements should be suggested and illustrated.

Lesson 511

Teach: point ing, put ting
(point'ing) (poot ing)

Review: small, smaller, smallest, often (209), us, lose, their, clothing (389), bigger (363), biggest (363), another (177)

Review also words taught in Lesson 509.

Lesson 512

Teach: giv en, meant
(giv'n) (mēnt)

Have these words pronounced and written in context; for example: *His father has **given** me a present; The poor fellow **meant** no harm to any one.*

Review: some, funny (137), stories (382), tried, too (365), hard (192), clean, good, believed (374), stopped (308), dropped (308)

See § 39, Chapter IV.

Lesson 513

Teach: those, trade
(thōz) (trād)

Have these words pronounced and written in sentences.

Review: can't, don't (395), mix, wrote (476), pony, ponies (495), are, tired (327), skated, wished, laughed, breath (502)

Review also words taught in Lesson 511.

Lesson 514

Teach: par lor, pi an o, win dow, cur tain
(pär'lēr) (pi-än'ō) (win'dō) (kûr'tin)

Insist on the distinct enunciation of the last syllable of *window*.

Review: music (279), organ (279), fourteen, nail (103), hammer (391), loose (509), room, ceiling (489), floor (159)

Review also words taught in Lesson 512.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, novĕl, refĕr: right, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 515

Teach: light ning, won der
(līt'nīng) (wŭn'dēr)

Have *wonder* pronounced and written in several sentences: *I wonder why he is so unkind; I wonder whether it will rain to-day.*

Review: body, breathe (507), forehead (507), hailed (509), winter (217), drifts, ironed, their (318), clothes (389)

Review also words taught in Lesson 513.

Lesson 516

Review: geography (471), mountains (473), November (449), Friday (304), February (449), beginning, guessed (432), separate (416), divide, number, double

Review also words taught in Lesson 514.

Devote a few minutes to a speed test in finding words in the dictionary after the fashion of EXERCISE III in the Appendix to this Manual.

Emphasize the importance of giving a bit of serious study to the spelling of every word which it is necessary to look up in the dictionary.

Lesson 517

Review: struck, tumbled, pointing, putting (511), stopped, dropped, tired, stayed (478), eight, minutes (402)

Review also words taught in Lesson 515.

Lesson 518

Teach: Bi ble, an gel, God, prayed
(bī'bl) (ān'jēl) (gōd) (prād)

Review: often, truly (438), ever, friend, heard, says (323)

See § 43, Chapter IV.

Lesson 519

Teach: eve ning, day time, light er
(ēv'nīng) (dā'tīm") (līt'ēr)

See § 22, § 44, Chapter IV.

Review: against, couldn't (381), remember, whether (488), neither (359), thought (341), without

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; **hw** = wh as in when; **zh** = z as in azure; **kh** = ch as in loch. See *pronunciation key* in Appendix.

Lesson 520

Teach: seem, seems, meet, peel, fuss, flat, grab
(sēm) (sēmz) (mēt) (pēl) (fūs) (flăt) (grăb)

See *Suggested Lesson Plan D*, page 154.

Have *seem*, *seems*, *meet*, and *peel* pronounced and written in sentences; for example: *You **seem** tired; He **seems** to have grown taller; **Meet** me at the post office; I will **peel** the orange for you.*

Review: collar (498), curtain (514), window (514), those, meant (512), given, seems to feel better (218)

Review also words taught in Lesson 518.

Lesson 521

Teach: quar ter, whole
(kwôr'tēr) (hōl)

Have *whole* pronounced and written in several sentences; for example: *I spent a **whole** day in the woods; He ate a **whole** apple.*

Review: give (128), copy (375), trade (513), which (223), forty, count (276), crowd (439), didn't (395), doesn't (395)

Review also words taught in Lesson 519.

Lesson 522

Teach: cough, sneeze, throat, hoarse
(kôf) (snēz) (thrôt) (hōrs)

Have these words pronounced and written in complete sentences: *I heard him **cough** and **sneeze**; His cold had settled in his **throat** and his voice was very **hoarse**.*

Review: lightning, hailed, clothing, caught (422), winter, February (449)

Review also words taught in Lesson 520.

Lesson 523

Teach: fault, whose
(fôlt) (hōōz)

The word *whose* is a troublesome one. Have it written in several sentences: ***Whose** fault was it? **Whose** pencil is this?*

Review: other (251), since, great (313), heavy (347), too, loose, would (198), should (196)

Review also words taught in Lesson 521.

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; rîght, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

In the lower grades, the teacher should never fail to commend pupils who present written work which is free from errors in spelling.

Lesson 524

Teach: drug, dose
(drŭg) (dōs)

See § 22, Chapter IV

Review: can't (409), don't, care, lost (223), comb (417), sure (289), half, does

Review also words taught in Lesson 522.

Inspect the lists in the pupils' spelling pockets. Encourage pupils to exchange favors by drilling and testing one another on the words which have been so difficult that they have had to be placed on these lists for further study and review. See § 42, § 43, Chapter IV.

Lesson 525

Teach: nurse, pa tient, blan ket, pil low
(nŭrs) (pā'shĕnt) (blăn'kĕt) (pil'ō)

Give special attention to the correct pronunciation of *pillow*, and have it written in a sentence: *He lay on the pillow all night.*

Review: doctor (233), cane, tooth, teeth, curtain, apron (357)

Review also words taught in Lesson 523.

Lesson 526

Teach: med i cine, nas ty, bot tle, ill
(mĕd'ī-sĭn) (nās'tī) (bŏt'l) (ĭl)

See § 23, § 24, Chapter IV.

Review: spoon, sick, whole, evening (519), sleepy, tired

Review also words taught in Lesson 524.

Lesson 527

Teach: broth, drank, mumps, croup
(brŏth) (drănk) (mŭmps) (krŏop)

Review: ached (327), scared, cough (522), hoarse (522), happen (309), minute

Review also words taught in Lesson 525.

Take a moment to explain why it is important that pupils should act upon the suggestion implied in the question at the top of page S9 in the spelling books. See § 2, Chapter IV.

bŏt, fŏt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

An excessive amount of uncorrected written work in the lower grades is one of the chief causes of faulty spelling in later years.

Lesson 528

Teach: dai ly, fe ver, weak, sore, tied
(dā'ly) (fē'vēr) (wēk) (sōr) (tīd)

Be sure to have *weak* and *sore* pronounced and written in sentences: *The doctor said his patient was very weak; When I have a bad cold, my throat gets very sore.*

Review: visit (151), throat (522), wonder (515), whether, asleep, seem (520), seems (520), meet (520)

Review also words taught in Lesson 526.

Lesson 529

Spend a part of the period having several of the pupils tell the story as they plan to write it. If any word used is unfamiliar to the writing vocabulary of the class, have a pupil look it up in the dictionary and write it on the blackboard to be copied when needed. After the story has been completely written and before it is handed in, ask each pupil to look over his work very carefully to make sure there are no errors in spelling. Read these stories and correct any words which may have been misspelled (see page 60). When papers are returned, commend all who have "spelled well in writing."

Lesson 530

Teach: stuff
(stŭf)

See *Suggested Lesson Plan D*, page 154.

Review: bird, feathers (288), clothes, hungry (142), nice (258), given (512), gives, meant, dishes, break (321), doesn't, didn't, those (513), things

Review words taught in Lessons 527 and 528.

Have a pupil write his alphabetized list on the blackboard. Check with the class on its correctness.

Lesson 531

Teach: sick ness, vac ci nat ed
(sĭk'nēs) (vāk'si-nāt-ēd)

See § 23, § 24, Chapter IV.

Review: ache, medicine (526), dose (524), nurse (525), patient (525), doctor, bottle (526), nasty, opened

See § 39, Chapter IV.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, novĕl, refĕr
right, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ

Lesson 532

Teach: mit tens, pock et, cloak, wraps
(mīt'ēnz) (pōk'ēt) (klōk) (raps)

See § 25, Chapter IV.

Review: dress (225), fine (119), pretty (306), fourth, February (449), sleigh (344), clock, right (185), whose (523)

Review also word taught in Lesson 530.

Lesson 533

Teach: la dy, la dies, wom an, wom en
(lā'dī) (lā'dīz) (wōōm'ān) (wīm'ēn)

Have *woman* and *women* pronounced and written in sentences: *She was a large woman; There were five women in the party.*

Review: neither, maybe (379), Monday (300), apron (357), broom, brush, chair (430), piano, organ

Review words taught in Lesson 531.

Lesson 534

Teach: tru ant
(troō'ānt)

Insist on distinct enunciation of the *a* in *truant*.

Review: caught, crack, crawl (290), catch (273), beat (105), over, there (122), two, o'clock (363)

Review also words taught in Lesson 532.

Lesson 535

Review: angel (518), fairy (224), history, story, great, friends (351), their, turn (305), fever (528), weak (528)

Review also words taught in Lesson 533

Lesson 536

Teach: peeped, pasted
(pēpt) (pās'tēd)

See § 22, Chapter IV.

Review: peeled (520), painted (373), thought, enough (366), farther (346), front (351), whole (521), world (407)

Review also word taught in Lesson 534.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, *thick*; *hw* = wh as in *when*; *zh* = z as in *azure*; *kh* = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 537

Teach: giv ing, skat ing, tear, snow ball, smok ing, freez ing
(gĭv'ĭng) (skāt'ĭng) (tār) (snō'bōl") (smōk'ĭng) (frēz'ĭng)

In the oral drill on *giving* have pupils say *g-i-v—i-n-g*.

Review: threw, loose (509), cough (522), hoarse

Devote a few minutes to an informal conference with the class on the method for study outlined on page 64, and the plan for review outlined on page 2, in the spelling books.

Lesson 538

Teach: man ners, mat ter, for give, for gave, rules
(mān'ēr) (māt'ēr) (fōr-gĭv') (fōr-gāv') (rōolz)

See § 22, Chapter IV.

Review: fine, new (225), watch (402), woman (533), women (533), ladies (533), king, ruler (286)

Review also words taught in Lesson 536.

Lesson 539

Teach: re view, ex am i na tion, ex am ples, stud y ing
(rē-vū') (ĕg-zām'ī-nā'shŭn) (ĕg-zām'plz) (stŭd'y-ĭng)

"Notice the two syllables of *review*, *re* and *view*." Insist on the distinct enunciation of the short *i* in *examination*.

Review: geography, business (413), beginning (272), test, kept (296), isn't (395), January, recited (282), written (343)

Review also words taught in Lesson 537.

Lesson 540

Teach: sec ond, term, soon er, la ter
(sĕk'ŭnd) (tŭrm) (sōon'ēr) (lā'tēr)

Insist on a distinct enunciation of the *d* in *second*.

Review: early (246), during (364), maybe, this, think (366), third (282), blue (231), cloak (532), wrap

Review also words taught in Lesson 538.

This lesson marks the completion of another half year's work. If by reason of a long school year, you should have some time left before the close of the semester, it may well be given to a comprehensive review of all the hard words studied during this term. Special attention should be given to words in the spelling pockets, and to the teacher's list of "spelling demons". See § 42, § 43, Chapter IV.

âte, senâte, râte, căt, locăl, făr, âsk, pârade; scêne, évent, ědge, novĕl, refĕr; right, sin; cōld, ôbey, cōrd, stōp, cōmpare; ŭnit, ŭnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 541

Introduce the class to the work of the second half of the fourth year by making appropriate and specific reference to the suggestions printed for their guidance on page 64 in their texts. Also refer them to page 2 for a more elaborate statement of how to review spelling words. Read with them the directions printed on the spelling pocket inside the last cover of their textbooks.

Teach: cut ting, mid dle, halves
(küt'ing) (míd'l) (hävz)

See *Suggested Lesson Plan D*, page 154. Insist on correct pronunciation of *halves*.

Review: crawled, froze, aches, sleigh, shed, leak

Review also words taught in Lesson 539.

Lesson 542

Teach: key, lock, rust y
(kē) (lök) (rüs'tl)

See *Suggested Lesson Plan D*, page 154.

Review: door (159), won't (293), close, brick, break, thick

Review also words taught in Lesson 540.

Lesson 543

Teach: cage, wire, wood
(kāj) (wīr) (wōōd)

See *Suggested Lesson Plan D*, page 154.

Review: fence (315), too, high (315), needs (242), tries (330), twice (415)

Review also words taught in Lesson 541.

Lesson 544

Teach: hon est, speak, truth
(ön'est) (spēk) (trōōth)

See *Suggested Lesson Plan D*, page 154.

Review: right, true (386), brave, voice (370), which, heart (377), listen

Review also words taught in Lesson 542.

Devote a few minutes to a serious discussion of the question at the bottom of page 93 in the spelling books. See § 4, Chapter IV.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then, thick*; hw = wh as in *when*; zh = z as in *azure*; kh = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 545

Teach: circle, claim, dragged, be haved
(sûr'kl) (klām) (drāgd) (bē-hāvd')

See *Suggested Lesson Plan D*, page 154.

(On the assumption that the teacher has by this time become thoroughly familiar with *Suggested Lesson Plan D*, less frequent reference will be made to it hereafter.)

Review: moving, watched (402), camel (440), large, enough, farther

Review also words taught in Lesson 543.

Lesson 546

Teach: my self, your self, him self, her self
(mī-sělf') (yōōr-sělf') (hīm-sělf') (hēr-sělf')

Special attention to the correct pronunciation of *himself*.

Review: woman, women, family, examples, examination (439), studying (539), manners (538), presents (342), January (449)

Review also words taught in Lesson 544.

Lesson 547

Teach: cave, cab in, lands, kinds
(kāv) (kāb'in) (lāndz) (kīndz)

Insist on distinct enunciation of *d* in *lands* and *kinds*. See § 13, § 14, Chapter IV.

Review: burn (253), burned (253), used (375), halves (541), middle, between, here (193), over, upon (424)

Review also words taught in Lesson 545.

Lesson 548

Teach: lamb, flock, wolf, fox
(lām) (flōk) (wōōlf) (fōks)

See § 22, Chapter IV.

Review: meant, until (411), maybe, mouse (94), bear (345), rabbit (96), door, key, cage

Review also words taught in Lesson 546.

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
rîght, sîn; cōld, ôbey, cōrd, stōp, cōmpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 549

Teach: real, rea son, neigh bor, lan guage
(rēl) (rē'zn) (nā'bēr) (lān'gwāj)

See § 44, Chapter IV.

Review: easy (251), else (422), early, very (224), much (167), more, cough, hoarse (522), sneeze (522)

Review also words taught in Lesson 547.

Lesson 550

Teach: black ber ries, twin kle
(blāk'bēr-iz) (twīn'kl)

See *Suggested Lesson Plan D*, page 154.

See § 23, § 24, Chapter IV.

Review: angel, nurse (525), girl, clothes (389), term (540), breakfast (321), February (449), umbrella (461), vaccinated, leaves (246), breathe (507), painted, pasted

Review also words taught in Lesson 548.

Lesson 551

Teach: guil ty, a shamed, sur prised, ques tion, them selves, barked
(gīl'tī) (ā-shāmd') (sūr-prīzd') (kwēs'chūn) (thēm-sēlvz') (bārk't)

See *Indirect Tests*, page 10.

Review: himself (546), yourself, animals (439), fierce, sooner or later

Review also words taught in Lesson 549.

Lesson 552

Teach: quar rel, fought, rob, robbed
(kwōr'ēl) (fōt) (rōb) (rōbd)

See § 23, § 24, Chapter IV.

Review: honest (544), speak (544), wrong, claim (445), knew (337), better

Review also words taught in Lesson 550.

Lesson 553

Teach: act, dare, hur ried
(ākt) (dār) (hūr'īd)

Review: together, sit, sat, saw, need, never, mind (407)

Review also words taught in Lesson 551.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 554

Teach: ly ing, stole, worst
(lī'ng) (stōl) (wūrst)

Have *lying* and *worst* pronounced and written in sentences: *Lying is the worst thing the man does.*

Review: awful, cabin, beast, sheep (408), shake (176), lands (547), kinds (547)

Review also words taught in Lesson 552.

Lesson 555

Teach: un der stand, un der stood, sup pose
(ŭn"dēr-stānd') (ŭn"dēr-stōod') (sŭ-pōz')

Review: lamb, flock, where (122), when (154), escape (482), language (549), neighbor (549)

Review also words taught in Lesson 553.

Devote a few minutes to developing a worthwhile story based on the picture on page 96 in the spelling books. (See § 5, § 6, § 7, Chapter IV.) Just before pupils begin writing the story, remind them of what is said in the next to the last paragraph on page 64. After the story is written, remind them of what is said in the last paragraph on page 64. When the papers have been read and corrected (see page 60), they should be returned to the pupils with much hearty commendation for all who have been able to "spell correctly in writing."

Lesson 556

Teach: he ro, dead, he roes, killed
(hē'rō) (dēd) (hē'rōz) (kild)

Review: war, soldier (382), true, whole (521), question, reason, easy, real, what

Review also words taught in Lesson 554.

Lesson 557

Teach: bound, cords
(bound) (kōrdz)

Review: guilty (551), lying (554), robbed (552), took, feed (433), felt, lazy (391), quiet (402)

Review also words taught in Lesson 555.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, nověl, refěr; right, sîn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 558

Teach: ax, chop, chopped
(ăks) (chôp) (chôpt)

Review: rooster (288), trying, pulled, patch (273), board (388), square, straight (405)

Review also words taught in Lesson 556.

Lesson 559

Teach: blade, edge, dull
(blād) (ěj) (dřl)

Review: too, knife (349), used, while (411), until, moved (415), laid (298)

Review also words taught in Lesson 557.

Lesson 560

Teach: In *di an*, ar row, leath er, leg gings
(in'di-ăn) (ăr'ō) (lēth'ēr) (lēg'ingz)

See *Suggested Lesson Plan D*, page 154.

Have *Indian* pronounced and written in a sentence: *I saw an Indian chief.* Give special attention to correct pronunciation of *leggings*.

Review: themselves (551), surprised (551), listened (283), promised (416), somebody, something

Review also words taught in Lesson 558.

Lesson 561

Teach: pris on, pris on er, jail, ar my, obey
(priz'n) (priz'n-ēr) (jāl) (ăr'mī) (ō-bā')

Call attention to the fact that *prisoner* is a three syllable word, and give considerable drill on its correct pronunciation. See § 23, § 24, Chapter IV.

Review: claim, mind, enough (366), wrong, maybe, knew, which, kinds

Review also words taught in Lesson 559.

Lesson 562

Teach: kite, bal loon, ban ner
(kīt) (bā-lōon') (băn'ēr)

In the oral spelling drill, have pupils say: *b-a-l-l-o-o-n* and *b-a-n-n-e-r* (the type indicating the vocal and the motor emphasis desirable).

Review: flies (338), shows, April (449), sky, colors (306), sight (185), eyes (425)

bōōt, *fōōt*; *found*; *boil*; *function*; *chase*; *good*; *joy*; *then*, *thick*; *hw* = wh as in *when*; *zh* = z as in *azure*; *kh* = ch as in *loch*. See *pronunciation key* in Appendix.

In all original story writing or other spontaneous composition in the lower grades, encourage pupils freely to request to have new or unfamiliar words written on the blackboard. Such procedure will tend to prevent random guessing and the formation of bad spelling habits.

Review also words taught in Lesson 560.

Inspect the lists of words in the spelling pockets of the members of the class. Commend those who have used their spelling pockets wisely. Call up for class drill and review, a few of the hardest words in these lists and also the "spelling demons" kept in the pocket of this Manual. See § 42, § 43, Chapter IV.

Lesson 563

Teach: scar, scratch, bullet, shoot
(skār) (skräch) (bōōl'ēt) (shōōt)

See § 25, Chapter IV, before teaching *scratch*.

Review: too (365), quick, dead, blind, noise (373), quiet

Review also words taught in Lesson 561.

Lesson 564

Teach: bled, blood, wound
(blēd) (blūd) (wōōnd)

Have *wound* written in sentence: *A bullet wound is always serious because of the danger of blood poisoning.*

Review: died (374), Wednesday, surely (296), to-morrow, to-night (411), heroes (556), killed (556)

Review also words taught in Lesson 562.

Lesson 565

Teach: thou sand, tramped
(thou'zānd) (trāmp̄t)

Insist on the distinct enunciation of the last syllable of *thousand*.

Review: soldiers, marched, with (106), these (318), straight, through (344), work, busy (168)

Review also words taught in Lesson 563.

See § 29, Chapter IV. Devote a few minutes to an exchange of experiences in the search for associations which help pupils to remember the spelling of particular hard words.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ēdge, novēl, refēr;
right, sîn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 566

Teach: tank, tent, smell, smoke
(tǎnk) (těnt) (směl) (smök)

See § 22, Chapter IV.

Review: engine (401), knives (353), edge (559), cut, board, neat (105)

Review also words taught in Lesson 564.

Conduct a short drill on the division of words at the end of a line in writing. This may be done in the manner of EXERCISE IV in the Appendix to this Manual.

Lesson 567

Teach: knuck les, bruised, mar bles
(nük'lz) (brōōzd) (mār'blz)

See § 23, § 24, § 26, § 27, § 28, Chapter IV.

Review: nickel (277), promised, something, naughty (320), wouldn't (381), Tuesday (301), Thursday (303)

Review also words taught in Lesson 565.

Lesson 568

Teach: knob, knock, ghost, guide, dan dy
(nōb) (nōk) (gōst) (gīd) (dān'dī)

See § 25, Chapter IV.

Review: Indian (560), leather (560), nobody (410), present, balloon (562)

Review also words taught in Lesson 566.

Lesson 569

Review: laid, what, much (167), jail (561), neighbor (549), prisoner (561), shoot, scratch (563), wrong, meant, blood, wound (564)

Review also words taught in Lesson 567.

Have a pupil write his alphabetized list of the words in this lesson on the blackboard. Have the class check on its correctness.

Lesson 570

Teach: veg e ta bles, weeds, earned, ground, rob in, breast
(vēj'ē-tā-blz) (wēdz) (ūrnd) (ground) (rōb'in) (brēst)

See *Suggested Lesson Plan D*, page 154.

See § 44, Chapter IV.

Review: earth (407), working, themselves, money (276)

Review also words taught in Lesson 568.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 571

Teach: sow, sleep ing, sun shine, slept
(sō) (slēp'ing) (sūn'shīn") (slēpt)

Have *sow* pronounced and written in sentence: *I will **sow** the seed in my garden.* Give special attention to correct pronunciation of *slept*.

Review: seed, spade, garden, raked, smooth (388), colors, thousand (565), shining (292)

Review also words taught in Lesson 569.

Lesson 572

Teach: on ions, let tuce, beans, peas
(ūn'yūnz) (lēt'is) (bēnz) (pēz)

Don't mispronounce *lettuce* for the sake of making the spelling easier.

Review: muddy (291), dirty (440), getting (293), into (294), plant, place (326)

Review also words taught in Lesson 570.

Conduct a short speed test in finding words in the dictionary. This may be done in the manner suggested in EXERCISE III in the Appendix to this Manual.

Lesson 573

Teach: rais ing, young
(rāz'ing) (yūng)

Have *raising* pronounced and written in sentence: *The farmer spends his time **raising** corn and cattle.*

Review: their (318) school garden, busy as bees (397), raising vegetables (570), young farmers

Review also words taught in Lesson 571.

Before pupils begin writing the letter suggested at bottom of page 103 in their spelling books, the teacher should indicate, if necessary, a proper form for beginning a letter of this kind. She should also indicate how any one of the words to be written may be divided at the end of a line in writing. (See § 5, § 6, § 7, Chapter IV.) These letters should be corrected by the teacher and rewritten by the pupils (if necessary) before being taken home or being placed on exhibit.

âte, senâte, râre, cât, locâl, fâr, âsk, párade; scêne, évent, édge, novêl, refêr; right, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, búrn, cût, focûs, menü;

The act of copying words or sentences from the blackboard or from the spelling book will of itself accomplish nothing, or very little, for the improvement of spelling unless the pupil engaged in this exercise has been trained faithfully and deliberately to compare his copy with the original to find out whether his spelling is correct.

Lesson 574

Teach: mel on, cel er y, sprout, stalk
(mĕl'ŭn) (sĕl'ĕr-ĭ) (sprout) (stŏk)

Have *celery* pronounced and written in sentence: *We raise celery in our garden; I like celery soup.*

Review: potato, banana (303), fruit (307), grapes (299), oranges (303), pears (299)

Review also words taught in Lesson 572.

Lesson 575

Teach: to ma to, to ma toes, freeze, keeps
(tŏ-mā'tŏ) (tŏ-mā'tōz) (frĕz) (kĕps)

See § 44, Chapter IV.

Review: knob (568), knuckles (567), knocked (568), bruised (567), ghost (568), guide (568)

Review also words taught in Lesson 573.

Lesson 576

Teach: shop, sign, steep, sweep
(shŏp) (sĭn) (stĕp) (swĕp)

Review: short, wait (221), given, having (180), heard (309), engine

Review also words taught in Lesson 574.

Lesson 577

Teach: shop ping, wrapped, bag, peck, shad ow
(shŏp'ing) (răpt) (băg) (pĕk) (shăd'ŏ)

Have *wrapped* pronounced and used in sentences: *The baby was wrapped in a blanket; The oranges were wrapped in paper.*

Review: dollar (277), nickel, earn, buy, sunshine, marbles (567), played (384)

Review also words taught in Lesson 575.

Devote a few minutes to having a pupil indicate just how to study a given word after the plan outlined on page 64.

bŏot, fŏot; found; boil; fuñction; chase; good; joy; *theu*, thick; *hw* = wh as in *when*; *zh* = z as in *azure*; *kh* = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 578

Teach: dry goods, groceries, furniture, hardware
(drī gōōdz) (grō'sēr-iz) (fūr'nī-tŭr) (hārd'wār)

Give special attention to correct pronunciation of *furniture*.

Review: bought (341), brought (341), price (415), paid (298), barrel (429), empty (358)

Review also words taught in Lesson 576.

Lesson 579

Teach: starch, flour, sugar, syrup, taffy, fudge
(stārch) (flour) (shōōg'ēr) (sīr'ŭp) (tāf'ī) (fŭj)

Have *flour* written in sentence: *Bread is made from flour.* *Sugar* is a troublesome word, as is also *syrup*. See § 23, § 24, Chapter IV.

Review: cream (413), cupboard (355), butter (322), eggs

Review also words taught in Lesson 577.

Lesson 580

Teach: catnip, catnip, vinegar, mustard
(kāt'nīp") (kāt'sŭp) (vīn'ē-gēr) (mŭs'tārd)

See *Suggested Lesson Plan D*, page 154.

Insist on distinct enunciation of *i* in *catnip* and *a* in *mustard*. Give special attention to pronunciation of *catsup*.

Review: onions (572), lettuce (572), weeds, coming (107), through (344), ground, earth, breast (570), robin

Review also words taught in Lesson 578.

Inspect the lists in the pupils' spelling pockets. Encourage each pupil to consider the matter of becoming a good speller *his personal problem*, and to restudy and review, without being told to do so, the words which are hard for him.

Lesson 581

Teach: oat meal, corn flakes, toast, slice
(ōt'mēl") (kōrn'flākz) (tōst) (slīs)

See § 22, Chapter IV.

Review: biscuit (356), melon (574), celery (574), stalk, oranges, peaches (299)

Review also words taught in Lesson 579.

âte, senâte, râre, căt, locăl, făr, ask, pârade; scêne, évent, édge, novêl, refêr;
right, sîn; cōld, ôbey, cōrd, stôp, cômpare; ûnit, ûnite, bŭrn, cŭt, focŭs, menŭ;

Never drill on a word or on a group of words beyond the point of active attention on the part of the individual or the class concerned. All drills should be short and "snappy."

Lesson 582

Teach: choose, or der, loaves, fresh
(chōōz) (ôr'dēr) (lōvz) (frēsh)

Have *choose* and *loaves* correctly pronounced and written in sentences:
*Let us **choose** a leader; Send me three **loaves** of fresh bread.*

Review: town, shop, sign (576), front, already, because (210)

Review also words taught in Lesson 580.

Lesson 583

Teach: grain, meal
(grān) (mēl)

Review: flour (579), bread (322), again, almost (115), always, among, began, excuse (283)

Review also words taught in Lesson 581.

Lesson 584

Teach: chose, cho sen, vote
(chōz) (chō'zn) (vōt)

Have *chose* and *chosen* written in sentences: *At the last meeting we **chose** a leader; The boy who was **chosen** is respected by everybody.*

Review: earned, fought (552), struck (501), whole, reason, soldier (382), young (573)

Review also words taught in Lesson 582.

Lesson 585

Teach: sau sage, ba con, grease, fried
(sô'sâj) (bā'kn) (grēs) (frīd)

See § 18, § 19, Chapter IV.

Review: groceries (578), furniture (578), pictures, meat (105), loaf, made (187), smoke, freeze (575), spring

Review also words taught in Lesson 583.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

The formation of correct spelling habits can be directed and to a considerable extent controlled by skilful instruction.

Lesson 586

Teach: rai sin, mince, cran ber ries, wat er mel on
(rā'zn) (mĩns) (krān'bēr-iz) (wō'tēr-mēl'ŭn)

Insist on distinct enunciation of the sound of *n* in *cranberries*.

Review: cupboard (355), shelves (355), breakfast, pumpkin (314), please (128), thanked, a piece (141) of pie (141)

Review also words taught in Lesson 584.

Lesson 587

Teach: mo las ses, pep per, rice, so da
(mō-lās'ez) (pēp'ēr) (ris) (sō'dā)

See § 44, Chapter IV.

Review: coffee (362), sugar (579), melts, vinegar (580), mustard (580), potatoes, shopping (577), wrapped (577), stopped (308)

Review also words taught in Lesson 585.

Lesson 588

Teach: crack ers, cheese, pud ding
(krāk'ērz) (chēz) (pōōd'ing)

Review: biscuit, fresh, brought, honey (284), sweet, candy, nickel, dozen, first, bad, put (216), eraser (267), desk (267)

Review also words taught in Lesson 586.

Inspect the alphabetizing of the words in this lesson.

Lesson 589

Teach: sake, hate, hug, joy, lips, kiss, rug, tend, trim, trap, post, lent, less
(sāk) (hāt) (hŭg) (joi) (lips) (kīs) (rŭg) (tēnd) (trīm) (trāp) (pōst) (lēnt) (lēss)

Have *tend* and *lent* pronounced and written in sentences: *The boys tend the sheep; I lent him the book yesterday.* See § 9, § 10, Chapter IV.

Review: pole, fill, fell

Review also words taught in Lesson 587.

Inspect the alphabetizing of the words in this lesson.

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ēdge, novēl, refēr;
rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cūt, focŭs, menŭ;

Never allow pupils to copy words or sentences for so long a period that physical fatigue results in carelessness in spelling.

Lesson 590

Teach: butch er, wid er
(bōōch'ēr) (wīd'ēr)

See *Suggested Lesson Plan D*, page 154.

See § 23, § 24, Chapter IV.

Review: choose (582), vote, these, every, smooth, loaves (582), flour, grain (583), grease (585), broth, bacon (585), break, melon (574), then (213)

Review also words taught in Lesson 588.

Inspect the alphabetizing of the words in this lesson.

Lesson 591

Teach: ham mock, hand ker chief, cot ton, com mon
(hām'ūk) (hān'kēr-chīf) (kōt'n) (kōm'ūn)

Call attention to the silent *d* in *handkerchief*; also to the correct pronunciation of the last syllable of this word.

Review: chose, chosen (584), seen (316), know, whose (523), house, which (223), color (306), ribbon (275)

Review also words taught in Lesson 589.

Lesson 592

Teach: freight, de pot
(frāt) (dē'pō)

See § 25, Chapter IV, before teaching *depot*.

Review: engine (401), furnace, mail (103), train (274), straight (405), through, Tuesday, Wednesday (302)

Review also words taught in Lesson 590.

Lesson 593

Teach: meas ure, bush el, quart, gal lon
(mēzh'ūr) (bōōsh'ēl) (kwōrt) (gāl'ūn)

See § 22, Chapter IV.

Review: peek, pepper, raisins (586), rice, soda, cheese (588)

Review also words taught in Lesson 591.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Never be impatient of a pupil's requests for help in the spelling of words which he needs at the time in his writing. Commend him for such requests. In most instances they indicate a developing "spelling conscience."

Lesson 594

Teach: cross ing, di rec tion, plat form
(krôs'ing) (dī-rĕk-shŭn) (plat'fôrm")

Give special drill to the correct pronunciation of *direction*.

Review: passenger (480), careful, surprised, beginning, believed, calendar (467), Thursday

Review also words taught in Lesson 592.

Lesson 595

Teach: raised
(râzd)

Review: vegetables (570), together, separate, happened, children (156), maybe (379), surely, near our school

Review also words taught in Lesson 593.

Lesson 596

Teach: hoe, shade
(hō) (shād)

Have *hoe* pronounced and used in sentence: *The girl in the picture has a hoe; She likes to hoe in the garden.*

Review: girl, busy, his, her, during, night (185), does (146), grow

Review also words taught in Lesson 594.

Lesson 597

Teach: rad ish, beet, size, strong
(răd'ish) (bĕt) (sîz) (strông)

Give special attention to correct pronunciation of *radish*. The word *beet* should be written in a sentence: *The children planted beet seed and raised a big beet.*

Review: clover, green (384), roots, stems (246), such (167), leaves

Review also word taught in Lesson 595.

âte, senâte, râre, căt, locâl, făr, âsk, pârade; scêne, évent, ědge, novêl, refēr;
right, sîn; cōld, ôbey, cōrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 598

Teach: har vest, hoped, lad der, length
(här'vēst) (hōpt) (lād'ēr) (lēngth)

Give considerable drill, if necessary, to correct any mispronunciation of *length*.

Review: choose, chosen, cotton (591), common (591), cannot, farther

Review also words taught in Lesson 596.

Lesson 599

Teach: fi nal ly, ex pect, haul, mar ket, had n't
(fī'nāl-ī) (ēks-pēkt') (hōl) (mār'kēt) (hād'n't)

See § 13, § 14, § 16, § 17, Chapter IV. Have *haul* written in sentences: *The man will haul wood to town to-day, and he will haul flour home to-morrow.* The contraction *hadn't* will require considerable study and practice in writing.

Review: daily (528), until (411), did not expect, haul to market, never had seen, hadn't dreamed (452)

Review also words taught in Lesson 597.

Lesson 600

In so far as possible let this story be a narrative based upon personal experience. The teacher should announce in advance her willingness to circulate among the pupils at their desks, for the express purpose of assisting them in properly dividing words when necessary at the end of a line in writing. Since the words which individual pupils may have to divide will vary, the teacher will have an excellent opportunity to give many concrete illustrations of the rule, namely, that words can be divided only between syllables. It will also give her an opportunity to direct the correction of any bad spelling. She should commend every effort to spell all words correctly and also to divide words correctly.

Lesson 601

Teach: aisle, church
(il) (chūrch)

See *Suggested Lesson Plan D*, page 154.

The word *aisle* is a troublesome one. See § 23, § 24, Chapter IV.

Review: stairs (489), build, depot (592), freight (592), measure (593), gallon (593), fifteen, people

Review also words taught in Lesson 599.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 602

Teach: steak, beef, pork
(stāk) (bēf) (pōrk)

Have *steak* written in several sentences: *Please go to the market and get a three-pound steak.*

Review: butcher, makes, sausage (585), bacon (585), broth, sugar, vinegar (580)

Lesson 603

Review: raised, hauled (599), radish (597), shade, light (185), might (185), loose, rope (376), tight (185), knot (393)

Review also words taught in Lesson 601.

See § 30, § 31, § 32, Chapter IV.

Lesson 604

Teach: barber, clerk, bald, beard
(bār'bēr) (klŭrk) (bōld) (bērd)

Have sentences written using *clerk*: *My brother is a clerk in a grocery store; I also clerk on Saturdays at a candy store.*

Review: handkerchief (591), hammock (591), direction (594), ladder (598), length (598), strong, neighbor, quarrel (552), borrowed (378)

Review also words taught in Lesson 602.

The best way to find out which of the words on page 112 are hardest for this class is to inquire which words have been misspelled in the tests. A list of these may be written on the blackboard. Then the number of pupils who misspelled each word can be written opposite it. The words that are shown to be hardest for this class should be listed for restudy and review. See § 42, § 43, Chapter IV.

Lesson 605

Teach: sew, sewing, needle, thread
(sō) (sō'ing) (nē'dl) (thrēd)

See § 22, Chapter IV.

Review: hoped, finally (599), to-day (260), torn (285), tear (537), won't, button (275), cotton, wearing

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; seêne, êvent, êdge, novêl, refêr;
rîght, sîn; cōld, ôbey, cōrd, stōp, cōmpare; ûnit, ûnite, bûrn, cût, focûs, menû;

In teaching any difficult word, it is desirable to make the widest possible sensory appeal. This appeal should include (1) a study of the written form for "visualizers", (2) oral spelling for "audiles" and speech-motor types, and (3) written spelling for all types.

Lesson 606

Teach: ho tel, gar age
(hō-těł) (gă"răzh')

See § 44, Chapter IV.

Review: ceiling, curtain, to-morrow, to-night (411), have to, know, went, before (194)

Review also words taught in Lesson 604.

Lesson 607

Teach: pump, hose
(pŭmp) (hōz)

Have *hose* written in sentences: *Turn on the hose and sprinkle the lawn; He sold her a pair of cotton hose for the baby.*

Review: engine, horse (419), this, one, knew, where (122), had, been

Review also words taught in Lesson 605.

Lesson 608

Teach: waist, shirt, stripe
(wāst) (shŭrt) (strĭp)

Have *waist* written in sentences: *The woman wears a green silk waist.*

Review: dark, his, mine (119), was, worth, price (415), sale (414)

Review also words taught in Lesson 606.

Lesson 609

Teach: vi o let, bash ful, pan sy, pur ple
(vī'ō-lět) (băsh'fōōl) (păn'zĭ) (pŭr'pl)

Have written: *Here is a beautiful flower, a purple pansy.*

Review: cherry, daisies (443), coming (107), dandelion (245), flowers (240), yellow (245), children, running (177), morning (194)

Review also words taught in Lesson 607.

bōōt, fōōt; found; boil; functiōn; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

In proportion as pupils are trained in the lower grades to study efficiently, the need for instruction in the upper grades diminishes.

Lesson 610

Teach: mush, oats, oil, scrub, split, stout
(mūsh) (ōts) (oil) (skrūb) (splīt) (stout)

See *Suggested Lesson Plan D*, page 154.

See § 22, Chapter IV.

Review: cotton (591), needle (605), sewed, doctor, raised, beard, deep (173),
does, few (340), ice, mice (258), nice (258)

Review also words taught in Lesson 608.

Reread *Types of Learners*, page 9. Listen critically to the answers the pupils give to the question at the bottom of page 114 in their books. Clarify their thinking, if necessary, by a few simple illustrations of how it helps concentration, to compare what you "see in your mind's eye" with what is written on the blackboard or printed in the book.

Lesson 611

Teach: lamp, lan tern, light ed
(lāmp) (lān'tērn) (līt'ēd)

Give special drill on correct pronunciation of *lantern*.

Review: evening, aisle (601), church (601), lesson (252), teach (100), learn (252),
to write (237)

Review also words taught in Lesson 609.

Lesson 612

Teach: bi cy cle, rub ber, tires
(bī'sī-kl) (rüb'ēr) (tīrz)

The word *bicycle* is a troublesome one. Give considerable attention to this word. See § 23, § 24, § 26, § 27, § 28, § 29, Chapter IV.

Review: buy, leading (190), carried (403), great, bundle (346), your, name

Review also words taught in Lesson 610.

Lesson 613

Teach: taste, pour, drunk, ci der, beer
(tāst) (pōr) (drūnk) (sī'dēr) (bēr)

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
rîght, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Testing spelling is not teaching spelling. Testing may reveal the need for study or for instruction, but it is no substitute for either study or instruction.

Have *pour* pronounced and written in sentences: *We saw her pour the cider into the glasses.*

Review: water (291), meal, take, with (106), him

Review also words taught in Lesson 611.

Lesson 614

Teach: coun ty, state
(koun'tī) (stāt)

Review: side, north (208), hotel, build, built, direction, different (435),
Wednesday, stamp, color, finally

Review also words taught in Lesson 612.

Lesson 615

Teach: daugh ter, dar ling, di a mond, dom i noes
(dō'tēr) (dār'ling) (dī'ā-mūnd) (dōm'ī-nōz)

Special attention to the correct pronunciation of *diamond* and *dominoes*.
See § 13, § 14, § 16, § 17, Chapter IV.

Review: sister, was, there (122), birthday (354), born, year, waist (608),
tear (409), won't

Review also words taught in Lesson 613.

Lesson 616

Teach: weath er, sun ny, cloud y, gray
(wēth'ēr) (sūn'ī) (kloud'ī) (grā)

Have *weather* pronounced and written: *The weather is now warm; In the fall of the year we have much cloudy weather.*

Review: violet (609), pansy (609), bashful, did, well, then, holiday (342),
minutes (402), months (449)

Review also words taught in Lesson 614.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 617

Teach: mos qui to, mos qui toes, wil lows
(mōs-kē'tō) (mōs-kē'tōz) (wīl'ōz)

Emphasize drill on distinct enunciation of first syllable of *mosquito* and of last syllable of *willows*.

Review: pond (418), please, stop, here, did, hear, him, likes, sun, light

Review also words taught in Lesson 615.

Lesson 618

Teach: drown, drowned, river, bridge, wade
(droun) (dround) (rīv'ēr) (brīj) (wād)

Place considerable emphasis on correct pronunciation of *drowned*.

Review: water, tumbled (501), straight, father, people (149)

Review also words taught in Lesson 616.

Lesson 619

Teach: alley, bon fire, blaze
(āl'i) (bōn'fir) (blāz)

Drill on correct pronunciation of *alley* and *bonfire*. Sentences suggested to be written: *The ragpicker drove down the back alley; We celebrated the election by building a bonfire.*

Review: saw, bicycle (612), rubber (612), broke, helped, doing (192), well

Review also words taught in Lesson 617.

Lesson 620

Teach: en joy, pic nic, sup per
(ēn-joi') (pīk'nīk) (sūp'ēr)

See *Suggested Lesson Plan D*, page 154.

Drill if necessary to correct the colloquial mispronunciation of *picnic*.

Review: plates, friend, treat, choose, speaks, said, good-by

Review also words taught in Lesson 618.

Lesson 621

Teach: han dle, fetch, lem on ade
(hān'dl) (fēch) (lēm'ūn-ād')

Review: finally (599), raised, cider (613), getting, ready, poured (613), tasted, ate (235), played (384)

âte, senâte, râre, căt, locâl, fâr, âsk, párade; scêne, évent, édge, novêl, refêr;
right, sín; cöld, óbey, córd, stóp, cômpare; únit, únite, búrn, cút, focûs, menü;

Review also words taught in Lesson 619.

Inspect list of words kept by pupils in their spelling pockets. Encourage pupils to test others and to be tested by others on hard words each has kept in his spelling pocket.

Lesson 622

Teach: but ter fly, spi der, grass hop per, cat er pil lar
(büt'ēr-flī") (spī'dēr) (grās'hōp"ēr) (kăt'ēr-pil'ēr)

Give special attention to drill on the distinct enunciation of the syllables in *caterpillar*.

Review: daughter (615), diamond (615), wanted, night (185), weather (616), cloudy, mosquito (617), frighten (312), jumped

Review also words taught in Lesson 620.

Lesson 623

Teach: pick les, sour, com menced
(pĭk'lz) (sour) (kō-mēnst')

See § 44, Chapter IV.

Review: carry, carrying, drown (618), drowned (618), river, deep

Review also words taught in Lesson 621.

Lesson 624

Teach: cob web, crumbs
(kōb'wēb") (krŭmz)

See § 25, Chapter IV.

Review: threads (605), eating, mouths, hands, happy, afraid (294), coming, chased (332)

Review also words taught in Lesson 622.

Lesson 625

Teach: climbed, touched, spoiled, washed
(klīmd) (tŭcht) (spoild) (wōsht)

• Drill, if necessary, to correct any mispronunciation of *spoiled*.

Review: grabbed, worked, might (185), have, yellow, wings

Review also words taught in Lesson 623.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 626

Teach: spread, mer ry, emp tied, shad y
(sprĕd) (mĕr'y) (ĕmp'tīd) (shād'y)

See § 22, Chapter IV.

Review: spread out the cloth, merry company, emptied their basket (109),
under (106) a shady tree, spreading branches

Review also words taught in Lesson 624.

Lesson 627

Review: angel (518), shining (292), writing, eraser, learn, enjoy (620),
handle (621), needle, broke, pieces (141), larger, than

Review also words taught in Lesson 625.

Lesson 628

Teach: pret ti er, pret ti est, rec i ta tion
(prĕt'yĕr) (prĕt'yĕst) (rĕs'yĕ-tā'shŭn)

Drill, if necessary, to correct any colloquial mispronunciation of *prettier*
and *prettiest*.

Review: platform, primary (284), caterpillar (622), grasshopper (622),
frightened, pleasant, weather, diamond, received

Review also words taught in Lesson 626.

Lesson 629

Review: climbed (625), touched (625), spider (622), eating, ashamed, finally,
woman, women, coming, through, children, laughed

See § 39, Chapter IV.

Lesson 630

If by reason of a long school year, you should have some time left before
the close of the semester, it may well be given to a comprehensive review of
the words in the Review List on pages 121, 122 and 123 in the spelling books.
The class may be organized into competing teams or sections, with written
tests each day on a given column or columns of words. If time permits,
have pupils master also the common abbreviations given in the reference list
on page 124 in the spelling books.

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ĕvent, ĕdge, novĕl, refĕr;
rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;
bōōt, fōōt; found; boil; functiōn; chase; good; joy; then, thick; hw = wh as in
when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Review List

- | | | | |
|------------------|------------------|----------------|------------------|
| aches (327) | clothing (389) | hail (509) | off (347) |
| across (191) | collar (498) | half (370) | organ (279) |
| address (475) | color (306) | hands (28) | our (209) |
| afraid (294) | come (126) | have | over |
| again (203) | coming (107) | have to (243) | painted (373) |
| against (482) | common (591) | having (180) | peace (502) |
| allowed (334) | company (479) | hear (71) | pencil (267) |
| almost (115) | conductor (480) | heard (309) | people (149) |
| already (244) | cotton (591) | helping (216) | period (465) |
| always (193) | cough (522) | here (193) | picture (133) |
| among (244) | country (234) | him | pieces (141) |
| angel (518) | curtain (514) | himself (546) | pleasant (493) |
| animals (439) | diamond (615) | history (471) | please (128) |
| any (239) | direction (594) | hoarse (522) | pony (495) |
| August (449) | doctor (233) | horse (419) | present (342) |
| automobile (412) | does (146) | houses (94) | principal (472) |
| awful (453) | doesn't (395) | Indian (560) | problem (471) |
| beast | don't (395) | instead (469) | promised (416) |
| because (210) | dose (524) | isn't (395) | quiet (402) |
| become (462) | drowned (618) | jail (561) | quite (463) |
| been (188) | earned | kinds (547) | raised |
| before (194) | earth (407) | knew (337) | received (475) |
| began (97) | either (359) | know (124) | right (185) |
| beginning (272) | engine (401) | ladder (598) | round (143) |
| believed (374) | enough (366) | laid (298) | said (207) |
| biscuit (356) | eraser (267) | lands (547) | Saturday (304) |
| board (388) | evening (519) | larger | seem (520) |
| born | every (132) | leaves (246) | seemed (462) |
| break (321) | excuse (283) | letter (343) | seen (316) |
| breathe (507) | family (479) | light (185) | separate (416) |
| broke | farmer | loose (509) | shed (175) |
| build (254) | farther (346) | lose (400) | should (196) |
| built (254) | February (449) | made (187) | sign (576) |
| business (414) | fever (528) | manners (538) | since (463) |
| busy (168) | fierce (481) | many (54) | soldiers (382) |
| buy (38) | figures (464) | maybe (379) | some (125) |
| calendar (467) | finally (599) | mean | speak (544) |
| cannot (248) | first (91) | meant (512) | stayed (478) |
| can't (409) | flour (579) | measured (593) | stopped (308) |
| caught (422) | forty (399) | meet (520) | straight (405) |
| ceiling (489) | foundation | melon (574) | struck (501) |
| children (156) | fourteen (352) | minutes (402) | sugar (579) |
| chose (582) | fouth (445) | months (449) | sure (289) |
| chosen (584) | friend (351) | mountain (473) | surprised (551) |
| Christmas (162) | frightened (312) | much (167) | tears (537) |
| church (601) | furnace (489) | need (242) | than (218) |
| city (232) | geography (471) | needle (605) | their (122) |
| claimed (545) | given (512) | neighbor (549) | themselves (551) |
| clean (225) | gives (128) | neither (359) | there (318) |
| climbed (625) | going (201) | new (225) | they (146) |
| cloak (532) | great (313) | nickel (277) | those (513) |
| clothes (389) | guess (432) | nurse (525) | though (469) |

thought (341)	Tuesday (301)	weak (528)	whose (523)
throw (124)	tumbled (501)	wearing (181)	window (514)
Thursday (303)	two men	weather (616)	winter (217)
tired (327)	umbrella (461)	Wednesday (302)	woman (533)
together (499)	uncle (220)	went	women (533)
too much (365)	until (411)	were (205)	won't (293)
touched (625)	used (375)	when (154)	would (198)
toward (499)	vacation	where (122)	write (237)
tried (330)	vegetables (570)	whether (488)	writing (287)
true (386)	wanted	which (223)	wrong (62)
truly (438)	warm (195)	whole (521)	wrote (476)

Some Common Abbreviations

THE DAYS OF THE WEEK

Sun.....	Sunday	Wed.....	Wednesday
Mon.....	Monday	Thurs.....	Thursday
Tues.....	Tuesday	Fri.....	Friday
	Sat.....		Saturday

THE MONTHS OF THE YEAR

Jan.....	January	July.....	July
Feb.....	February	Aug.	August
Mar.	March	Sept.....	September
Apr.....	April	Oct.....	October
May.....	May	Nov.....	November
June.....	June	Dec.....	December

INTRODUCTION TO FIFTH YEAR

The matter of taking up work in the fifth year should be made an occasion for an interesting and serious talk on efficient methods of study and review. Impress upon the pupils that self-directed and intelligent study will enable each individual to overcome his own spelling difficulties.

In the fifth year a complete reorganization in the plan of conducting the spelling lesson becomes possible and desirable. In this grade and above, pupils may be relied upon, for the most part, to check their own spelling papers. See § 36 and § 37, Chapter IV. The spelling test may now well become the first step in the lesson.

Two principal advantages result from this change: (1) The test is a more satisfactory one because at least a day has elapsed since the words have been taught; and (2) any misspelling may at once be checked and the corrective work may be immediately begun by the pupil who misspelled the word.

Reread letter on page xii.

Suggested Lesson Plan E

(For Fifth Year)

STEP I. TEST:

Teacher dictates, in phrases or sentences or in a paragraph, the words of the preceding lesson,* and any words from the lesson second preceding which have been misspelled by several pupils in the test of the preceding day. Phrases or sentences should be so formed as to indicate, when possible, the meaning of the word. Example: *I **accept** your invitation.* If in forming such sentences it is necessary to use words which pupils have not yet learned to spell, these words should be written on the blackboard so that they may be copied.

STEP II. CHECK ERRORS:

Each pupil checks his own paper to discover possible errors. The words of the test may be spelled orally to the class by the teacher or by some pupil whose paper is letter perfect. Each word should be pronounced distinctly and spelled slowly with a slight pause between syllables. Each misspelled word should immediately be obliterated by the pupil and written correctly on the margin of his paper. (See *Testing Spelling and Checking Errors*, page 205.)

For purposes of review, the teacher should then ascertain what words have been misspelled and ask for a show of hands to indicate the number of pupils who have misspelled each.

* See suggestion given in the next to the last paragraph in Step V.

TESTING SPELLING AND CHECKING ERRORS IN UPPER GRADES
As Written in Test

Spelling

October 10, 1925

I wonder whether
if you would rather
was hurrying to meet the train
said to myself
never have seen
Yours sincerely
Yours respectfully

Grade 5 B

Frank Williams

Above the fourth year, an expeditious method of checking spelling test papers is that of having the words spelled orally to the class by the teacher or by some pupil whose paper is letter perfect. Each word should be pronounced distinctly and spelled slowly by syllables. See § 36, § 37, and § 38.

See *Spelling Errors and Their Correction*, § 39 and § 40, Chapter IV, and *Correcting Habits of Faulty Spelling*, page 13; also *Use of the Spelling Pocket*, and *Development of a Spelling Conscience*, page 24.

As Checked by Pupil

Spelling

October 10, 1925

whether
I wonder whether
if you would rather
was hurrying to meet the train
said to myself
never have seen
Yours sincerely,
Yours respectfully

Grade 5 B

Frank Williams

STEP III. TREAT ERRORS:

Assign to the pupils concerned, for independent individual study, any word misspelled by only one or two pupils. Each pupil should add to the list which he keeps in his spelling pocket, any word he has misspelled in the test.

Reteach any word which has been misspelled by a number of pupils in the test. Any or all of the steps indicated in (1) to (8) below may be taken, if necessary, in reteaching a word. Emphasis should vary according to the degree of difficulty *for these pupils*, as indicated by the test.

STEP IV. TEACH SEPARATELY EACH NEW WORD IN THE LESSON:

(1) Teacher writes the word on the blackboard and then pronounces it distinctly but without exaggeration. The word must not be presented with syllables separated by spaces or hyphens.* Such procedure would tend to give the pupil a faulty impression of the word as a whole.

(2) Pupils pronounce the word correctly several times. The teacher may call upon several pupils in turn and then upon the group in concert.†

(3) Pupils use the word orally in sentences. The teacher may call upon several pupils in turn, until it becomes reasonably certain that all members of the class are familiar with the meaning and use of the word.

(4) Teacher may indicate any troublesome part of the word by tracing it in colored crayon, by underlining it, or by otherwise directing attention to it, *but never by calling attention to any wrong way of spelling it.*

(5) Teacher indicates syllabication of word by

* For the convenience of the teacher the new words in each lesson in this Manual are separated into syllables by spaces. They should not, however, be presented in this manner to pupils.

† Concert work is usually neither valuable nor safe unless it is preceded or followed by individual work.

pronouncing each syllable and at the same time tracing with pointer an imaginary curved line under it, and then by spelling the word orally; for example, *g-o-v-e-r-n-m-e-n-t* (pausing briefly at the end of each syllable without pronouncing the syllable). In this step the teacher should pronounce the word before and after each spelling.

(6) **Several pupils in turn are called upon to spell the word orally by syllables, as in (5) above.**

(7) **The entire class with eyes closed, spell the word orally while each endeavors to picture to himself the word as it appears in written form.** Then each opens his eyes and compares his "picture" with the word as it is written on the blackboard.

(8) **Each pupil writes the word, quietly pronouncing each letter as he writes it, and then compares the word as he has written it with the word as it is spelled on the blackboard or in the book.**

STEP V. MAKE ASSIGNMENT FOR INDEPENDENT STUDY:

Assign for independent review the review words which occur in the lesson. Call attention to any particular syllable or letter which may be especially difficult. Occasionally call attention to the importance of each pupil's reviewing the words in his spelling pocket.

In their individual study, pupils should be encouraged to visualize each word, that is, "to close their eyes and try to see the letters in their places," then to look at the word in the book or on the blackboard, and again to close their eyes and try to picture it; and finally to write it and then compare its spelling with the word in the book or on the blackboard:

As part of their independent study, pupils may profitably be required to prepare and hand in to the teacher at some time during the day, or previous to

the following lesson, sentences in which the words of this lesson are used. The best of these sentences may be used by the teacher in the test given (Step I) in the next lesson period.

Encourage pupils to form small study groups to assist one another in improving individual methods of study, to test one another on words listed in spelling pockets, to examine critically written work to be handed in, and to assist one another in all possible ways in order to make perfect scores in spelling tests and in all other written work.

Lesson 631

Read **INTRODUCTION TO FIFTH YEAR**, page 203.

Devote a full period to this introductory lesson, emphasizing points as indicated in paragraph in the textbook. Point out necessity for the intelligent and adequate use of the spelling pocket.

See § 1, Chapter IV.

Lesson 632

Teach: sea son, au tumn
(sē'zn) (ô'tŭm)

See *Suggested Lesson Plan E*, page 204. See § 33, § 34, § 36, § 37, § 38, Chapter IV.

Assign for Independent Review: August (449), Thursday (303), Wednesday (302), Saturday (304), family (479), parents, coming, weather (616), Tuesday (301), country (234), company (479)

Notice numbers in parenthesis after certain words in this review list. These numbers refer in each case to the lesson in which the word was originally introduced into the text and suggestions made concerning its treatment. See § 23, § 24, Chapter IV.

Lesson 633

Teach: wise, plan, sin cere, suc ceed
(wīz) (plān) (sīn-sēr') (sŭk-sēd')

See *Suggested Lesson Plan E*, page 204. See § 24, § 27, Chapter IV.

Assign for Independent Review: given, meant (512), further (469), instead (469), can't (409), won't (293), since (463), quite (463)

âte, senâte, râte, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Lesson 634

Teach: tur tle, gnat, gnaw
(túr'tl) (năt) (nô)

See *Suggested Lesson Plan E*, page 204. See also § 25, Chapter IV.

Assign for Independent Review: animal, butterfly (622), mosquito (617), finally, grasshopper (622), caterpillar, frightened (312), spider, cobweb, tangled (490)

Lesson 635

Teach: sub ject, course, notes, text
(süb'jekt) (kôrs) (nôts) (tëkst)

See *Suggested Lesson Plan E*, page 204. See also § 11, § 12, § 28, Chapter IV.

Assign for Independent Review: examples, examination (539), studying (539), office (472), recess, excused (283), principal (472), business (414), promised (416), talked too (365) much (167), before (194) they began (97)

Lesson 636

Teach: in deed, pur pose, proud
(in-dëd') (pûr'pûs) (proud)

See *Suggested Lesson Plan E*, page 204. See § 39, § 40, Chapter IV.

Assign for Independent Review: whose, quiet (402), become (462), manner, does (146) not, doesn't (395), honest, didn't (395), again (203), have (243) to be (94) vaccinated (531)

Lesson 637

Teach: quick ly, spe cial
(kwik'li) (spësh'ål)

See *Suggested Lesson Plan E*, page 204.

Assign for Independent Review: coming quickly, special news, spider (622), caterpillar (622), common, autumn (632), season (632), vacation, review (539), writing (287), erased (282), almost (115), the whole afternoon (180)

See treatment of *business*, Lesson 414. Other hard words on the page: *principal* (see Lesson 472), *too much* (see Lesson 365), *whose* (see Lesson 525), *quiet* (see Lesson 402), *doesn't* (see Lesson 395), *autumn* (see Lesson 632), *writing* (see Lesson 287), *almost* (see Lesson 115), *whole* (see Lesson 521).

bööt, fööt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Read pages 27 to 29 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 638

Teach: com po si tion, gram mar, pu pil
(kŏm"pŏ-zīsh'ŭn) (grām'ēr) (pū'pīl)

See *Suggested Lesson Plan E*, page 204.

Assign for Independent Review: recitation (628), language, absent, period, sentence, problem (471), history (471), geography (471), separate (416), pronounce (471), understand, understood

Lesson 639

Teach: verse, tune, stan za, cho rus
(vûrs) (tūn) (stăn'zā) (kŏ'rûs)

See *Suggested Lesson Plan E*, page 204.

Assign for Independent Review: whenever, sincere (633), succeed (633), whatever, afterward, beginning (272), without, either (359), neither (359), whether (488) or not, too busy to write (237)

Lesson 640

Teach: au thor, po em, quo ta tion
(ô'thēr) (pŏ'ēm) (kwŏ-tā'shŭn)

See *Suggested Lesson Plan E*, page 204. See § 13, § 14, Chapter IV.

(On the assumption that the teacher has by this time become entirely familiar with *Suggested Lesson Plan E*, less frequent reference will be made to it from this point on, except at the beginning of the second half of the year.)

Assign for Independent Review: calendar (467), subject (635), treated, wise, plan, their (318), friends (351), sure (289), enough (366), business, question, sidewalk, pavement

Lesson 641

Teach: lane, trav eled, wind ing
(lān) (trāv'ēld) (wīnd'īng)

Assign for Independent Review: race, mouse (94), gnaw (634), winding course (635), toward (499), indeed (636), together (499), purpose (636), umbrella (461)

Refer pupils to page 2 in their spelling books for a satisfactory answer to the questions on page 6.

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, évent, édge, novêl, refêr;
right, sín; cöld, ôbey, cörd, stôp, cômpare; ûnit, ûnite, bûrn, cút, focûs, menû;

"Correcting" spelling papers does not correct spelling errors. Such checking is a waste of time and effort unless the errors are actually corrected by the pupil who made them. See § 39, § 40, § 41, § 42, § 43, Chapter IV.

Lesson 642

Teach: brass, polished, buckle, baggage
(brás) (pöl'isht) (bük'l) (bäg'áj)

Assign for Independent Review: queer (459), asked (384), guess (432), hoped, giving (537), meant, looked, pupil, seemed (462)

Reread § 23, § 24, § 25, Chapter IV.

Lesson 643

Teach: hurrying, goal, dermided, stung
(hür'i-íng) (gól) (dê-túr'mínd) (stúng)

Assign for Independent Review: quickly, claimed, followed (452), gnat (634), bee (397), yourself, direction, different (435), expects (599) to win, well behaved

See § 30, § 31, § 32, Chapter IV.

Lesson 644

Teach: odd, numbered, fractions, drilled
(ôd) (nûm'bêrd) (frák'shûnz) (dríld)

See § 39, Chapter IV.

Assign for Independent Review: addition (281), arithmetic (281), figures, notes, text, term (540), grammar (638), language (549), special (637)

While this story is being written, pupils should be free to use their spelling books or to look up the spelling or syllabication of words in their dictionaries. The completed stories should be examined carefully by the writers and each should enter any misspelled words on the list in his spelling pocket for further study and review.

Lesson 645

Teach: columns, globe, crayons, copied, explanation
(kól'úmz) (glób) (krä'ônz) (kôp'íd) (êks'plâ-nâ'shûn)

See § 13, § 14, § 25, Chapter IV.

Assign for Independent Review: author (640), poem (640), verse (639), composition, quotation, second (540), stanza (639), whose (523), not quite ready (115), tried to make peace (502)

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See pronunciation key in Appendix.

Lesson 646

Teach: cheating, sneaked, rot ten
(chēt'ing) (snēkt) (rōt'n)

See § 33, § 34, § 36, § 37, § 38, Chapter IV.

Assign for Independent Review: winding, their, manners (538), truant, ashamed, don't, isn't, wood, proud, traveled (641), honest (544), eating, supper

Lesson 647

Teach: dis miss, col lec tion
(dīs-mīs') (kō-lēk'shūn)

Assign for Independent Review: finally, thousands (565), season (632), autumn (632), vacation, spoiled (625), whole (521), chorus (639), half (370), notes, begin, tune, sign (576), name

Lesson 648

Teach: col o ny, is land, col o nies, coun tries
(kōl'ō-nī) (ī'lānd) (kōl'ō-nīz) (kūn'trīz)

Before teaching *island*, see § 25, Chapter IV.

Call attention to the fact that *island* = *is land*.

Assign for Independent Review: determined (643), succeeded (633), commenced (624), questioned, hoped, goal (643), globe, brass, divided (287), middle, larger, quickly

Lesson 649

Teach: pres i dent, gov ern ment, gov ern or
(prēz'ī-dēnt) (gŭv'ēr-n-mēnt) (gŭv'ēr-n-ēr)

See § 13, § 14, § 16, § 17, Chapter IV.

Assign for Independent Review: separate, purpose (636), subject, guessed (432), geography, recitation, grammar, explanation, baggage (642), umbrella, hammer (391), polished

Lesson 650

Assign for Independent Review: buckle (642), leggings (560), circles, crossing, library (472), building, fractions, figures (464), columns (645), common, period (465), multiplied (465), mosquitoes (617), banana (303), Wednesday, October (449), November (449), December (449)

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, évent, édge, novél, refēr; right, sín; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

See *Suggested Lesson Plan E*, page 204.

See § 30, § 31, § 32, Chapter IV.

Devote a few minutes to a dictionary drill after the manner of EXERCISE IV in the Appendix.

Lesson 651

Teach: sin cere ly, re spect ful ly
(sĭn-sēr'lē) (rĕ-spĕkt'fōol-i)

Drill pupils on the distinct enunciation of the *t* in *respectfully*.

Assign for Independent Review: instead (469), alike, odd, of course (635), I wonder (515) whether (488), if you would rather (463), was hurrying (643) to meet (520) the train, said (207) to myself, never have seen (316), Yours sincerely, Yours respectfully

A profitable written exercise may grow out of this lesson, in the form of a letter written by each pupil in his own way, choosing as many of these words and phrases as he has use for.

Lesson 652

Teach: base ball, bat ter, base, score, won
(bās'bōl) (băt'ēr) (bās) (skōr) (wŭn)

Be sure to have the word *won* written in sentences: *He won the race; Our class won the prize.*

Assign for Independent Review: numbered (644), drilled (644), coming (107), sneaked (646), pupil (638), spoke, allowed (334) to choose (582), won the game

Lesson 653

Teach: pitch, catch, pitch er, catch er
(pĭch) (kăch) (pĭch'ēr) (kăch'ēr)

The mispronunciation of these words accounts for the fact that they are frequently misspelled. Drill on correct pronunciation. See § 25, Chapter IV.

Assign for Independent Review: fist, finger, wrist (507), cheating (646), whipped (497), dismissed (647), copied (645), crayon, island (648), lead (466) pencil (466), threw (376) the ball

Devote a minute to placing on the blackboard a good model for the opening and for the closing of a letter, and for addressing an envelope.

bōot, fōot; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in *when*; zh = z as in *azure*; kh = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 654

Teach: short stop, um pire, play er, cen ter, fault
(shôrt'stôp') (ûm'pîr) (plā'ēr) (sĕn'tēr)(fôlt)

Insist upon accurate pronunciation of *umpire*.

Assign for Independent Review: diamond (615), collection, special (637), against (482), together (499), August (449), countries (648), governor (649), colonies (648), knew (337), whose (523), fault, ashamed of himself (546)

Lesson 655

Teach: ex act ly, ex tra, ear li er
(ĕg-zăkt'li) (ĕks'tră) (âr'li-ēr)

Here again, correct pronunciation will help to prevent the misspelling of a troublesome word, *exactly*.

Assign for Independent Review: quotation, composition, author (640), stanza (631), poem (640), verse (639), review (539), excused (283), allowed (334), had not been (188) vaccinated (531)

Lesson 656

Teach: driv ing, hack, cab, dray
(driv'ing) (hăk) (kăb) (dră)

See § 39, § 40, Chapter IV.

Assign for Independent Review: president (649), problems (471), principal (472), winding, traveled (641), colony (648), determined (643), beginning (272), government (649), I have learned (492) to use (375) the dictionary (465)

Lesson 657

Teach: ca noe, ca noe ing, camp ing, danc ing
(kă-nôô') (kă-nôô'ing) (kămp'ing) (dăns'ing)

Require pupils to sound the final *g* distinctly in *camping*, *dancing* and other words of similar ending.

Assign for Independent Review: received (475), invitation (475), respectfully, sincerely (651), evening (519), suppose (555), address (475), envelope (475), My dear Cousin (479), went (111) to a picnic (620)

The test in this lesson may profitably take the form of a letter dictated to the class.

âte, senâte, râte, căt, locâl, făr, âsk, pârade; scêne, êvent, ědge, novĕl, refĕr; right, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 658

Teach: whis per ing, qui et ly
(hwis'pēr-ing) (kwī'ēt-lī)

See § 33, § 34, § 36, § 37, § 38, Chapter IV.

Assign for Independent Review: geography (471), history (471), understood, pitcher (653), shortstop, players, sentence (465), column (645), grammar (638), touched (625) the base (652), won (652) the prize (502)

Lesson 659

Teach: bas ket-ball, foot ball, vic to ry, fact, tack le
(bās'kēt-ból) (fōōt'ból") (vik'tō-ri) (fäkt) (tāk'l)

Spend drill on pronunciation of *victory*.

Assign for Independent Review: umpire (654), score (652), true (386), reply, sorry, buckle (642), fasten (404), between (362), the halves (441), across (191) the field (443)

Lesson 660

Inspect the word lists in the pupils' spelling pockets. Explain that, since each pupil's progress in spelling is his own personal problem, it is far more important that he should show improvement from time to time over his own previous spelling record, than that he should excel some other student. Make "Beat your own spelling record" a slogan in your class, and encourage every pupil to use his spelling pocket as a place to keep his "spelling troubles". See § 45, Chapter IV.

Lesson 661

Teach: flat ten, dodge, lift, stir
(flät'n) (dōj) (lift) (stūr)

See *Suggested Lesson Plan E*, page 204.

Assign for Independent Review: very (224), queer, kinds, handled (621), claimed (545), dropped (308), chose, many, more

See § 39, § 40, Chapter IV.

hōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Never drill on a word or on a group of words beyond the point of active attention on the part of the individual or the class concerned. All drills should be short and "snappy."

Lesson 662

Teach: scheme, brain, cause, result
(skēm) (brān) (kôz) (rē-zūlt')

Assign for Independent Review: exactly (655), quite (463), since, direction (594), straight (405), driving, gray (616), horse (419), dancing, earlier (655), extra (655)

See § 23, § 24, Chapter IV.

Lesson 663

Teach: trouble, suffered
(trüb'l) (süf'ërd)

Assign for Independent Review: governor (649), government (649), dismiss (647), center (654), island (648), canoe, patient, proved (415), countries (648), colonies (648), president (649)

In discussing with the class the question on page 13 of their textbook, bring out these points: Leaving written work unverified begets a careless attitude toward written work; it violates one's spelling conscience because it is less than one's best.

Lesson 664

Teach: aim, notice, destroy, discover
(ām) (nō'tīs) (dē-stroi') (dīs-kūv'ër)

See § 19, § 20, § 21, Chapter IV.

Assign for Independent Review: bear (345), beast, fierce (431), camping, canoeing (657), climbed, fox, pony (495), tied (528), bow and arrow, leather (560) suit (459)

Lesson 665

Teach: view, scene, bluff, ridge
(vū) (sën) (blūf) (rīj)

See § 44, Chapter IV.

Assign for Independent Review: colony (648), victory (659), sharp blade, knife (349), edge (559), too (365), dull, mountain (473), animals (439), tracked, dragged

âte, senâte, râtre, căt, locâl, fâr, âsk, pârade; scêne, ëvent, ëdge, novël, refër; rîght, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Lesson 666

Teach: oh
(ō)

Have *oh* written in a sentence: *Oh, yes, I shall go.*

Assign for Independent Review: whispered (658), flatten, tackle (659), crawled (290), caught (422), daughter (615), Indian (560), listened (283), fastened (404), maybe (379), earlier (655), quietly (658), during (364), evening (519), bound with a cord, safe and sound

Lesson 667

Teach: vil lage, chief
(vīl'āj) (chēf)

Assign for Independent Review: paint (373), feathers (288), real scheme (662), lift, stir (661), make-believe (374), dodge (661), stood, dressed (452), build (254), tried (330), their tents

The story to be written, as suggested on page 15 of the spelling book, should be commended principally on the merits of its spelling. See § 46, § 47, Chapter IV.

Lesson 668

Teach: use less, re plied, hop ing, pit ied
(ūs'lēs) (rē-plīd') (hōp'ing) (pīt'id)

See § 49, Chapter IV

Assign for Independent Review: answered (290), respectfully (651), sincerely (651), trouble (663), cause (662), result, touched, stopped (308), because (210)

Lesson 669

Teach: prai rie, plain, ranch, range
(prā'ri) (plān) (rānch) (rānj)

See § 9, § 10, Chapter IV.

The word *prairie* is a troublesome one. Have all the above words written in sentences: *A prairie is a broad plain. A range of mountains lies beyond the ranch.*

Call attention to the *ai* in *plain* and in *prairie*.

Assign for Independent Review: view (665), scene (665), picture (133), discover (664), separate (416), climbed (625), extra, hours, score, obeyed (561) the rules, won (652) the race

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

When a pupil has misspelled a word, whether orally or in writing, do not call his attention to the wrong form. Drill on the correct form of the word.

Lesson 670

Teach: re al ly, stin gy, poor, taunt
(rē'ăl'ī) (stīn'jī) (pōōr) (tānt)

See *Suggested Lesson Plan E*, page 204.

Special drill on correct pronunciation of *really*. Have *poor* written in sentences: *He was a poor boy; I do not want to be a poor speller.*

Assign for Independent Review: subject (635), government, destroy (664), patient (525), suffered (663), surprised, common (591), reason, seemed

See § 26, § 27, § 28, § 29, Chapter IV.

Lesson 671

Teach: shown, plen ty
(shōn) (plēn'tī)

See § 9, § 10, Chapter IV.

Assign for Independent Review: grown, always (193), farmer, barns, turn (305), knob (568), notice (664), aim, clerk (604), trade, those, kinds (547), one, tenth, daily (528) work, not sure whether

Lesson 672

Teach: the a ter, own er, for tune
(thē'ā-tēr) (ōn'ēr) (fōr'tūn)

See § 33, § 34, § 36, § 37, § 38, Chapter IV.

Assign for Independent Review: ticket, quarter, offered, owned, chief (667), facts, diamond (615), presents (342), business (414), aisle on either side

Lesson 673

Teach: den tist, grind ing, all right
(dēn'tīst) (grīnd'īng) (ōl rīt)

The combination *all right* is a very troublesome one. Have it written many times in sentences: *I feel all right; My bicycle runs all right.*

Assign for Independent Review: tooth, teeth, ache (327), sore (528), aching (332), pressed, syrup (579), taffy, worst (554), stuff, ate (235) his meals, seems all right, October, Hallowe'en (314), pumpkin (314)

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ēdge, novēl, refēr; right, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Lesson 674

Teach: herds, croquet, lev el
(húrdz) (krô-kā') (lěv'ěl)

Have *herds* written in a sentence: *I saw three herds of cattle.* Give attention to proper pronunciation of *croquet*. See § 11, § 12, Chapter IV.

Assign for Independent Review: range (669), plain (669), prairie (669), ranch, village (667), canoeing (657), camping, ridge (665), bluff, brush, filled his pockets, knocked (568) at the door (159)

Lesson 675

Teach: Sab bath, or chard, fa vor ite
(săb'ăth) (ôr'chêrd) (fă'vēr-ît)

Pay particular attention to the pronunciation of *orchard* and *favorite*. Suggested association: The *a* in *orchard* stands for *apples*.

Assign for Independent Review: poem (640), author (640), brain, mind (407), hoping, pitied, replied, lived, church, organ (279), piano, listen, stayed (478), owned an orchard, favorite apples (109)

Lesson 676

Teach: ac cept, re fuse, re main
(ăk-sěpt') (rê-fūz) (rê-mān')

Have *accept* written in sentences: *I accept your apology; She will be glad to accept that gift.*

Assign for Independent Review: invitation, determined (643), destroyed (664), discovered, copied (645) the words (132), scheme (662), cause (662), result, trouble, useless, grammar (638), erased from the board (388)

Lesson 677

Teach: formed, club
(fôrmd) (klüb)

See § 44, Chapter IV.

Assign for Independent Review: chance (278), besides, except (463), something else (422), cannot (248), belong, because, though (469), useful (493), enough, unless you really (670) know (124)

bōot, fōot; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in *when*; zh = z as in *azure*; kh = ch as in *loch*. See *pronunciation key* in Appendix.

Pupils can be, and usually are, very helpful to one another in drill and review and in testing on individual words, if they are encouraged to help one another and if they are commended for doing so.

Lesson 678

Teach: prop er ty, foun da tion, ev er y thing, fur nished
(pröp'ēr-tī) (foun-dā'shŭn) (ěv'ēr-I-thīng") (fūr'nisht)

Assign for Independent Review: owners (672), rich, stingy (670), born, poor (670), mean, since, rather, plenty (671)

Lesson 679

Teach: grand, pa rade
(grānd) (pā-rād')

See § 23, § 24, Chapter IV.

Assign for Independent Review: theater (672), scene, center (674), middle, shown (671), view, happen (309), finally (599), doctor (233), dentist (673), counting (276) their money (276), a great (313) fortune (672)

Lesson 680

Have a few of the more common abbreviations given on page 62 written in sentences.

Lesson 681

Teach: des ert, main, sand y, shore
(děz'ērt) (mān) (sān'dī) (shōr)

See *Suggested Lesson Plan E*, page 204.

Have *desert* written in sentences: *The camels live in the desert; Arabia is a hot, desert country.*

Assign for Independent Review: prairie, herds (674), miles, chief, pony, kick, taunt (670), tease (409), can't (409) use, won't tear (537)

See § 34, Chapter IV

Lesson 682

Teach: car pet, clos et, ra di a tor, laun dry
(kār'pēt) (klōz'ēt) (rā'dī-ā"tēr) (lān'drī)

Give special attention to correct pronunciation of *radiator* and *laundry*.

Assign for Independent Review: clerk, hotel, without, garage (606), property, furniture (578), furnished, bought (341), aisle (601), church (601), Sabbath (675), prayed

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

In teaching any difficult word, it is desirable to make the widest possible sensory appeal. This appeal should include (1) a study of the written form for "visualizers", (2) oral spelling for "audiles" and speech-motor types, and (3) written spelling for all types. See Types of Learners, page 9 and following.

Lesson 683

Teach: town ship
(toun'shíp)

Assign for Independent Review: village, county, state, ladder, orchard (675), favorite (675), countries (648), destroyed, foundation, earth (407), level, acres (483)

Conduct a short drill occasionally on the finding of words in the dictionary, after the manner of EXERCISE III in the Appendix to this Manual.

Lesson 684

Teach: streaks
(strēks)

Have *streaks* written in sentence: *I saw **streaks** of lightning before the storm.*

Assign for Independent Review: shining (292), climbed, touched (625), remained, refused (676), received, accepted (676), writing, address, With (106) much love, Yours (438) very truly (438), Your friend

See § 44, Chapter IV.

Lesson 685

Teach: thirst y, starved, stooped, limped
(thûrs'tí) (stärvd) (stōōpt) (lîmpt)

Assign for Independent Review: second, quarter, discovered (664), everything, lean, thin, hoping, pitied, getting (293), keeping, coming, straight (405)

Lesson 686

Teach: cel e brate, cel e bra tion
(sěł'č-brāt) (sěł'č-brā'shŭn)

See § 23, § 24, Chapter IV.

Assign for Independent Review: parade (679), formed, platform, clothes (389), dresses, shown, fountain (473), prettier (628), prettiest (628), worth waiting (221) for (268), if you please (128), Nearly (379) a hundred (425) people (149) were (205) there (122).

bōōt, fōōt; found; boil; funētion; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 687

Teach: cot tage, hedge, dim, wild
(köt'áj) (hěj) (dím) (wíld)

See § 14, Chapter IV, before teaching *wild*.

Assign for Independent Review: desert (681), level, plain, herds, flocks, lambs, shore, view (665), scene (665)

Lesson 688

Teach: lum ber, shin gles, at tic, eaves, lath, rack
(lúm'bēr) (shín'glz) (ăt'ík) (ěvz) (láth) (răk)

See § 49, Chapter IV.

Assign for Independent Review: ceiling (489), though, really, plenty, owner, poor, seems (520), eight (348) dollars (277), not less

Lesson 689

Teach: strange, stran ger, val ley, kin dling
(strănj) (străn'jēr) (văl'í) (kín'dlíng)

See § 32, § 42, Chapter IV.

Assign for Independent Review: dentist (673), property, fortune, laundry (682), closet, ladder (598), radiator (682), furnace (489)

It is important that pupils should get a satisfying answer to such questions as the one on page 22 in their spelling books. Conduct a short period of practice on some hard word. Lead them to see how vague and indefinite their "picture" of the word often is until they compare it with the word as it is written or printed. Show them how each successive attempt to "see the letters in their places" results in a clearer and more lasting impression of the word, which will help them both in spelling the word and in recognizing any spelling of it as correct or incorrect.

Lesson 690

Teach: brook, source, flows, emp ties
(brōók) (sōrs) (flōz) (ěmp'tíz)

See *Suggested Lesson Plan E*, page 204.

See § 25, Chapter IV, before teaching *empties*.

Assign for Independent Review: township, government (649), geography (471), farther (346), already (244), though, rainbow, mountains, separate, for those (513) reasons, isn't (395) true

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ěvent, ědge, nověl, refěr;
rĭght, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 691

Teach: elm, i vy, ma ple, pine, limbs, fern, bur
(ělm) (i'vī) (mā'pl) (pīn) (līmz) (furn) (būr)

See § 25, Chapter IV, before teaching *limbs*.

Assign for Independent Review: shovel (456), spade, break (321), main (681), chief, across the prairie

Lesson 692

Teach: meet ing, din ing, spare
(mēt'ing) (dīn'ing) (spār)

Give special attention to pronunciation of *meeting*.

Assign for Independent Review: question, celebrate (686), favorite, to-morrow, beginning, celebration, accept, refuse (676), remain, afraid (294), opened the window

Lesson 693

Teach: mad am, bon net, cape, mask, witch, wicked
(mād'am) (bōn'ēt) (kāp) (māsk) (wīch) (wīk'əd)

Have *wicked* and *witch* written in sentence: *We read a story about a wicked old witch.*

Assign for Independent Review: instead (469), shadows (577), heavier (497), hungry (142), thirsty (685), starved, streaks (684), cloak, whose (523), wicked old witch, carried (403) a cane

Lesson 694

Teach: stiff, hinge, hung, low
(stīf) (hīnj) (hūng) (lō)

See § 18, § 19, § 20, § 21, Chapter IV.

Assign for Independent Review: lame, stooped, stayed, attic, eaves (688), dim, very (224), wild (687), limped along, going (201) there

Lesson 695

Teach: for est, shel ter, moon light, wan dered
(fōr'ēst) (shēl'tēr) (mōon'līt) (wōn'dērd)

Assign for Independent Review: trouble (663), finally, surprised (551), valley (689), bridge (618), shown (671), cottage, stranger, village (667)

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; *hw* = wh as in when; *zh* = z as in azure; *kh* = ch as in loch. See *pronunciation key* in Appendix.

Lesson 696

Encourage pupils while writing the story to use their spelling books freely for reference on the spelling of particular words, and to use their dictionaries for the spelling of words, or the division of any word at the end of a line. Always commend papers which are free from errors in spelling and in the division of words at the ends of the lines.

Lesson 697

Teach: clay, cin ders, ash es
(klā) (sīn'dērz) (āsh'ēz)

See § 33, § 34, § 36, § 37, § 38, Chapter IV.

Assign for Independent Review: earth (407), lumber, kindling, chopped (558), brook, flows, source (690), wicked, witch (693), ghost (568)

Lesson 698

Teach: puz zle, par ties
(pūz'l) (pār'tīz)

See § 39, § 40, Chapter IV.

Assign for Independent Review: holidays (342), fooled, curtain, window (514), carpet (682), furnace, basement (489), cellar (394), radiator (682), ceiling, shingles (688)

Lesson 699

Teach: po lite, friend ly, thank ful
(pō-lit') (frēnd'li) (thānk'fōol)

See § 22, Chapter IV.

Assign for Independent Review: strange (689), bashful, backward (482), dining, meeting (692), parade (679), formed, pleasant (493), celebrate, all right to come, nearly a month (449)

Lesson 700

Have pupils examine the lists of words in their spelling pockets. Dictate to the class in phrases or sentences some of the difficult words suggested by members of the class. Have the papers checked for errors, (see page 205) and suggest that each pupil add to his individual list any word he has misspelled in this test.

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ēdge, novēl, refē; right, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

The formation of correct spelling habits can be directed and to a considerable extent controlled by skilful instruction.

Lesson 701

Teach: crib, sheet, cradle, bureau
(krīb) (shēt) (krā'dl) (bū'rō)

See *Suggested Lesson Plan E*, page 204.

Have sheet written in sentences: *There are two sheets on the bed; Please give me a sheet of paper.* The word bureau is an exceedingly troublesome one. "The first syllable is a short one, *bu*, and is spelled just as it sounds. The second syllable is the hard one; have this word pronounced several times and spelled with oral emphasis on the letters of the last syllable in their proper order. In many words of French origin the letter combination *eau* is pronounced like *ō*."

Assign for Independent Review: madam (693), bonnet, forest (695), cape, mask, spare, desert (681), shelter (695), caught (422)

Lesson 702

Teach: thunder, storm
(thūn'dēr) (stōrm)

Assign for Independent Review: lightning, awful (453), wander (695), through (344), valley, moonlight, everything, umbrella (461), orchard, limbs (691), length (598)

Conduct a short drill on the use of the dictionary for finding where words may be divided at the end of a line in writing. See EXERCISE IV in the Appendix to this Manual.

Lesson 703

Teach: cereals, wheat, products, beef steak
(sē-rē-ālz) (whēt) (prōd'ūkts) (bēf'stāk)

Assign for Independent Review: onions (573), pickles (624), radishes (597), raised, peas, rice, soda, sugar (579), beans, pepper, bacon (585), sausage (585)

See § 28, § 29, Chapter IV, before discussing the words *bureau*, *cereal*, *sugar*. Encourage the members of the class to be on the lookout for and to suggest some way for remembering how to spell each of these words.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 704

Teach: pint, geese
(pīnt) (gēs)

Assign for Independent Review: quart, low, eaves (688), gallon (593), measure, hinges, hung, flock, dim, wild (687), river flows, empties (690) into (294)

Lesson 705

Teach: jar, juice, cob, core, rag ged
(jār) (jōōs) (kōb) (kōr) (rāg'ēd)

Assign for Independent Review: hedge, fern (691), bur, cinders (697), ashes (697), clay, elm, maple, pine, too (365) ragged

Lesson 706

Teach: spin ach, squash, cu cum ber
(spīn'āj) (skwōsh) (kū'kūm-bēr)

Assign for Independent Review: prairie (669), thirsty (685), starved, plenty (671), chief (667), main (681), friendly (699), truly, thankful, accept (676) the present, order groceries (578), two loaves (582) of bread (322)

Lesson 707

Teach: ther mom e ter, ze ro, thaw, grave
(thēr-mōm'ē-tēr) (zē'rō) (thō) (grāv)

Insist on distinct enunciation of the sound of *th* and of the second *e* in the word *thermometer*.

Assign for Independent Review: February (449), weather (616), thunder, danger, sunny (616), cloudy, shady, damp, parties (698), puzzles (698), polite, wicked (693)

Lesson 708

Teach: amount, pre pare, spend
(ā-mount') (prē-pār') (spēnd)

Give effective drill to correct any colloquial mispronunciation of *prepare*. Have *spend* pronounced and written in a sentence: *Don't spend your money foolishly.*

Assign for Independent Review: slept (571), sleeping, not a nickel (277) to spare, crib, sheets (701), cradle (701), bureau (701), wouldn't spend a dollar

âte, senâte, râre, căt, locâl, făr, âsk, párade; scēne, évent, édge, novêl, refēr; right, sîn; cōld, ôbey, cōrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Lesson 709

Assign for Independent Review: raised beets (597), molasses (587), cucumbers, beefsteak (703), tomatoes (575), sowed (571) wheat (703), products, ceiling (489), ladder (598), climbed (625), tasted syrup (579), cereals, spinach (706), vinegar (580), mustard (580)

Lesson 710

The teacher may pass about among the pupils while they sit at their desks writing the sentences called for in this lesson. She should suggest corrections if any are needed, immediately obliterate misspelled words, and have pupils look up correct spellings in the dictionary.

Lesson 711

Teach: canned, can ning, fry ing, dried
(kǎnd) (kǎn'ing) (frī'ing) (drid)

See *Suggested Lesson Plan E*, page 204.

Have *canned* and *canning* written in a sentence: *We bought a case of canned peaches at the canning factory.*

Assign for Independent Review: jar, juice (705), care, market, harvest, measure (593), quart, pint, pound, a bushel (593) of pears (299), had eaten a peek

Lesson 712

Teach: straw ber ry, straw ber ries, rasp ber ry, choc o late
(stró'běr-ī) (stró'běr-iz) (ráz'běr-ī) (chók'ò-lát)

See § 25, Chapter IV, before teaching *raspberry*.

Assign for Independent Review: madam, shopping (577), wrapped (577), sugar, flour, price (415), prepare (708), biscuit (356), trouble (663)

Lesson 713

Teach: bliz zard, chill y, blown
(blíz'árd) (chíl'y) (blōn)

See § 9, § 10, Chapter IV.

Assign for Independent Review: storm, beginning (272), to break (321), thermometer (707), valley (689), forest, strange (689), burst (429), zero weather, ragged (705), beggar (387), begged shelter

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Make the discussion of the question on page 30 in the spelling books an occasion to impress upon the pupils the importance of a rational, sensible use of the dictionary. "Don't go to the dictionary unless you really need to, but don't fail to go when you have a doubt to settle."

Lesson 714

Teach: scarf, sweat er, gloves, brand
(skärf) (swět'ēr) (glüvz) (bränd)

See § 34, Chapter IV.

Assign for Independent Review: mittens, new (225), pillow (525), sheets (701), bureau, curtain (514), blanket, slippers (461), collar (498), loose (509)

Lesson 715

Teach: pleas ure, smil ing, pleased
(plēzh'ūr) (smil'ing) (plēzd)

See § 44, Chapter IV.

Assign for Independent Review: neighbor (549), received (475), address (475), spend (708), remain, reply, finally (599), amount, earned, wearing (181) a pair (430) of new shoes (263)

Lesson 716

Teach: pars nip, prunes
(pārs'nip) (prōonz)

Assign for Independent Review: squash, raisins (586), vinegar (580), sour (624), cereals (703), wheat, raspberries (712), strawberries, beefsteak, eating, canned (711), dried, weeds, plants

See § 46, Chapter IV.

Make this an occasion to commend pupils who have gotten some one to test them on their own hard words.

Lesson 717

Teach: breath ing, ex er cise, health y, per fect
(brēth'ing) (ēk'sēr-sīz) (hēl'thī) (pūr'fēkt)

See § 3, Chapter IV.

Assign for Independent Review: children (156), Christmas, chocolate (712), zero, froze, hailed (509), merry (626), noisy, tired (327), had taught them (127) to skate

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
rîght, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Lesson 718

Teach: coasting, free, pure
(kōst'ing) (frē) (pūr)

Assign for Independent Review: skating, chilly (713), blown (713), thawing, blizzard (713), storm, prepared, alive and happy, enjoy (620), jolly (343), party

Lesson 719

Teach: scampered, skipped, screamed, stepped, a loud, glass
(skām'pērd) (skīpt) (skrēmd) (stēpt) (ā-loud') (glās)

Have *aloud* pronounced and written in several sentences.

Assign for Independent Review: throat (522), hoarse, sneezed (522), cloak (532), wraps, pond, collar, skates, sleigh (344), laughed aloud, smooth as glass

Lesson 720

Teach: scatered, scraped
(skāt'ērd) (skrāpt)

See *Suggested Lesson Plan E*, page 204.

See § 30, § 31, § 32, Chapter IV.

Assign for Independent Review: scarf, sweater, gloves, having (180), their (318), pleasure, skated, skating, slippery (508)

This lesson marks the completion of another half year's work. If by reason of a long school year you should have some time left before the close of the semester, it may well be given to a comprehensive review of the more difficult words studied during the year. Special attention should be given to words in the spelling pockets of pupils and to the teacher's list of "spelling demons". (See § 42, § 43, Chapter IV.)

Lesson 721

Hold an informal conference with the class, in which each pupil is encouraged to tell freely of his personal experiences in some form of outdoor sport. Endeavor to arouse in each a sense of satisfaction in the prospect of writing an interesting story or relating an interesting incident concerning this sport. Pupils should be encouraged to refer freely, if necessary, to their spelling books or to the dictionary, for the spelling of words or for other assistance in writing their stories in the best possible form. Commend pupils heartily for all noticeable improvement, and for all serious efforts to be letter perfect in spelling and in the proper division of words at the end of the line in writing.

bōōt, fōōt; found; boil; funtion; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 722

Teach: fel lows, folks, per sons
(fĕl'ōz) (fōkz) (pŭr'sŭnz)

Take the class back to page 2 in their spelling books for a consideration of what constitutes a good plan for study and review of words.

See *Suggested Lesson Plan E*, page 204.

Give special drill, if necessary, to correct colloquial mispronunciation of *fellows*.

Assign for Independent Review: pleasant, strong, stout, came, women, woman (533), people, merry, voices (370)

Lesson 723

Teach: great est, kind est
(grā'tĕst) (kind'ĕst)

See *Suggested Lesson Plan E*, page 204.

Assign for Independent Review: breathing, exercise (717), coasting, winter (217), healthy, perfect (717), smiling, truly (438), pleased

Lesson 724

Teach: sher bet, stain, bak er y
(shŭr'bĕt) (stān) (bāk'ēr-ĭ)

See *Suggested Lesson Plan E*, page 204.

Give special drill on correct pronunciation of *sherbet* and *bakery*.

Assign for Independent Review: chocolate (712), raspberry (712), strawberry, spend (708), nickel, cheese (588), sugar (579), flour (579)

Lesson 725

Teach: smile, smiled
(smil) (smild)

See *Suggested Lesson Plan E*, page 204.

Assign for Independent Review: skipped (719), stepped, walked, free, pure, air (430), scamper, screamed (719), enjoyed (620)

One good answer to the question on page 34 in the spelling books is this: It is always a mistake to do less than one's best. Many other good answers should come from the class.

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, ĕvent, ědge, novĕl, refĕr; right, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 726

Teach: ken nel, muz zle
(kĕn'ĕl) (müz'1)

See *Suggested Lesson Plan E*, page 204. [See § 23, § 24, Chapter IV.

(On the assumption that the teacher has by this time become thoroughly familiar with *Suggested Lesson Plan E*, less frequent reference will be made to it hereafter.)

Assign for Independent Review: prairie (669), cereals, dried, products, chief (667), raised, beefsteak (703), butcher (590), vegetables (570), ate (235) a piece (141) of mince (586) pie (141)

Lesson 727

Teach: chang ing, choice, vase
(chān'ing) (chois) (vās)

See § 18, § 19, § 20, § 21, Chapter IV.

Assign for Independent Review: weather, glass, don't (395), tear (409), clothes, lucky, guess (432), madam (693), person (722), polite

Lesson 728

Teach: whis tled, whis tling
(hwis'ld) (hwis'tling)

Give special drill on correct pronunciation of these words.

Assign for Independent Review: chilly (713), freezing, blown, scattered (720), seraped, prepared, clothing (389), January (449), February (449)

Lesson 729

Teach: hear ing, proof
(hĕr'ing) (prōōf)

Assign for Independent Review: bureau (701), stained, had chosen (524), cough, hoarse (522), sore (528), knew, which (223), cried (330) aloud (719)

Lesson 730

Teach: vis it ing, vis i tor
(vīz'it-ing) (vīz'ī-tēr)

See *Suggested Lesson Plan E*, page 204.

See § 22, Chapter IV.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Assign for Independent Review: family (479), folks (722), company, neighbor (549), pleasure, greatest, kindest, fellow (722), speaks, knocked at the door (159)

Lesson 731

Teach: al though, al to geth er
(ôl'thō) (ôl'tōō-gēth'ēr)

See § 49, Chapter IV.

Assign for Independent Review: grocery, bakery (724), shop, sherbet (724), prunes, lemonade (621), sign (576), lock, bolt

Lesson 732

Teach: licked, bone, bur ied
(līkt) (bōn) (bēr'īd)

See § 22, Chapter IV.

Assign for Independent Review: alley (619), kennel (726), muzzle (726), harness, hitched (498), cart, pony (495), drove, haul (599)

Lesson 733

Teach: screw, sawed, rat tle, bore, hole
(skrōō) (sōd) (rāt'l) (bōr) (hōl)

See § 11, § 12, Chapter IV, before teaching *bore*.

Assign for Independent Review: loose, board (388), chain (274), skipping, stepped, rusty, nail (103)

Lesson 734

Teach: known, a greed
(nōn) (ā-grēd')

Be sure that pupils pronounce words correctly before attempting to spell them.

Assign for Independent Review: breathe (507), exercise, changing, choice (727), healthy, perfect, dreamed (452), coasting, screamed, mean, forget (215)

Lesson 735

Teach: per haps, ca na ry, tame
(pēr-hāps) (kā-nā'rī) (tām)

âte, senâte, râte, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cōld, ôbey, cōrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Assign for Independent Review: whistling (728), hearing, thought (341), brought (341), believed (374), eleven (352) o'clock (363), almost (115) every (132) day

Lesson 736

Teach: practice, failed
(prāk'tis) (fāid)

Assign for Independent Review: proof, speak (544), truth, tumbled, struck, bruised (567), medicine, bottles (526), bitter (327), sickness.

Lesson 737

Teach: nick name, neck lace, niece, nephew
(nĭk'nām") (něk'lās) (nēs) (něf'ū)

Have words *niece* and *nephew* written in a sentence: *The old gentleman visited his niece and his nephew.*

Assign for Independent Review: forgetting (423), visitors (730), although (731), altogether (731), losing (501), smiled, whether (488) or not too easy (251)

Lesson 738

Teach: smoothed, squeezed
(smūth'ērd) (skwēzd)

See § 46, Chapter IV.

Assign for Independent Review: buried (732), passenger (480), coaches (477), conductor (480), station, train (274), cinders (697), escaped (481), trunk, freight (592), depot (592)

Lesson 739

Teach: knit, weave, ironed, ironing
(nĭt) (wēv) (ī'urnd) (ī'urn-ing)

See § 25, Chapter IV.

Assign for Independent Review: needle, thread, buttons (275) torn (285) off (347), tear (409), apron (357), shirt, waist (606), sewed, patch (273), hope to be able (480) to fix

bōot, fōot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 740

Teach: whom, ought, our selves
(hōōm) (ôt) (our-sělvz')

See *Suggested Lesson Plan E*, page 204.

See § 31, § 32, Chapter IV.

Assign for Independent Review: known (734), agreed, quarrel (552), fetch (621), bone, licked, themselves, neighbors, visiting

Lesson 741

Give this period over to a conference on how each pupil may improve his method of studying and reviewing words. Have several pupils in turn show just how to take all the steps given on page 2, in studying a hard word. Then have several other pupils in turn tell how they have reviewed and finally mastered the words which have been hardest for them. See § 32, § 40, § 42, Chapter IV.

Lesson 742

Teach: el bow, sleeve, shoul der
(ě'l'bō) (slēv) (shōl'dēr)

See § 29, Chapter IV.

Assign for Independent Review: changing, perhaps, tumbled (501), exercise (717), practice (736), collar, struck (501), failed, forgot (215)

Lesson 743

Teach: wool, wool en
(wōōl) (wōōl'ēn)

The word *woolen* is a troublesome one. Have this sentence written: *I bought an all wool coat; Woolen suits are worm.*

Assign for Independent Review: sawed, screwed, rattled, scattered, canary, whistled (728), loose nail (103), hole bored (733) through

Lesson 744

Teach: sash, pearls
(sāsh) (pūrlz)

See § 44, Chapter IV.

Assign for Independent Review: aunt (220), nephew (737), niece (737), nickname, necklace, presents (342), pretty (306), colors (306), weave

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ědge, novĕl, refēr; rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 745

Teach: knit ting, swept
(nĭt'ĭng) (swĕpt)

Give special drill on correct pronunciation of *swept*.

Assign for Independent Review: choice, cereals, ironed (739), ironing (739), stalks, sprouted, squeezed, through, prepared (708), smothered (738)

Lesson 746

Teach: pat tern, planned, praise, de serve
(păt'ĕrn) (plănd) (prāz) (dĕ-zûrv')

See § 23, § 24, Chapter IV.

Assign for Independent Review: lanterns (611), lighted (611), purple, flowers (240), soldier (382), heroes (556), below on the lawn, more than (218) enough (366)

Lesson 747

Teach: scis sors, thim ble, stitch
(sĭz'ĕrz) (thĭm'bl) (stĭch)

The word *scissors* is a very troublesome one. Encourage pupils to try to visualize this word in attempting to learn it. Give them plenty of practice in writing it. See § 44, Chapter IV.

Assign for Independent Review: cotton, spool, needle (605), thread (605), banner, (562), woolen (743), ought to be (94) perfect, don't lose (400) pieces

Lesson 748

Teach: porch, rail ing, stool
(pŏrch) (rāl'ĭng) (stŏol)

Assign for Independent Review: elbow (742), shoulder (742), sleeves, madam, visitor, neighbor (549), helped, maybe (377), neither, spread (626) out in the shade

Check up to see whether all members of the class have reread page 2 in their books.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 749

Teach: shape, fit ted, us ing
(shāp) (fit'əd) (ūz'ing)

Assign for Independent Review: beautiful (422) colors, stars and stripes, busy folks, red, white (199) and blue (231)

Lesson 750

Provide whatever reading references the pupils may need, to inform themselves fully concerning the origin of the American flag. Let it be understood that this is to be a piece of "dress parade" composition—the very best work they are capable of doing, especially with reference to spelling, capitalization, punctuation, and the proper division of words at the end of the line. Promise in advance that the best paper will be read to the class, if all words used in it are spelled correctly.

Lesson 751

Teach: weigh, weights, bale, solid, tip, tap, ton
(wā) (wāts) (bāl) (söl'id) (tīp) (tāp) (tūn)

See *Suggested Lesson Plan E*, page 204.

Have *weigh* and *weights* pronounced and written in sentences: *I weigh eighty pounds; We use weights to balance the scale.*

Assign for Independent Review: size (597), bureau, pearl, beauty (418), over there, for their sake

Lesson 752

Teach: shaped, twist ed, strung
(shāpt) (twist'əd) (strūng)

Assign for Independent Review: deserved, although, ourselves, screw, licked, bone, stung, alley (619), street (408)

Lesson 753

Teach: de ny
(dē-nī')

Assign for Independent Review: deny their right (185) to come (126) here (193), buried, failed, too well known (734), pattern, praised, fanned, planned (746), against which one

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ēdge, novēl, refēr;
right, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

If a pupil who is a good speller is assigned the problem of bringing another pupil who is a poor speller up to standard, and is properly encouraged in his efforts and commended for his achievement, much good will result to both. In the process of teaching, the former will improve his methods of study, and in this intimate student companionship in study, the latter will gain much from emulating the achievements of a fellow student.

Lesson 754

Teach: de liv er, grant
(dē-liv'ēr) (grānt)

See § 34, Chapter IV.

Assign for Independent Review: knitting (745), practiced, whistled (728), uncle (220), nephew, niece, thimble, needle, stitches (747), using their scissors (747), know whom to blame

Inspect lists in pupils' spelling pockets. Commend pupils who systematically review their own hard words.

Lesson 755

Teach: mar ry, mar ried, cou ple, wife
(mār'ī) (mār'id) (kūp'l) (wif)

See § 39, § 40, § 41, Chapter IV.

Assign for Independent Review: ladies (533), woman (533), hammock (591), railing, porch, swept (745), chair (430), stool

Lesson 756

Teach: sin gle, sev er al, fifth
(sīn'gl) (sēv'ēr-āl) (fifth)

See § 33, § 34, § 36, § 37, § 38, Chapter IV.

Assign for Independent Review: double (395), until (411), to-night (411), inches, farther, perhaps, class (267), eight, weeks (304)

Lesson 757

Teach: pledge, return
(plēj) (rē-tūrn')

Assign for Independent Review: shaped, fitted, there, were (205), great, high (315), among (244) whom, some (125) who (150) ought

Conduct a short drill on the use of the dictionary to find pronunciations. See EXERCISE V in the Appendix to this Manual.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then, thick*; **hw** = wh as in *when*; **zh** = z as in *azure*; **kh** = ch as in *loch*. See *pronunciation key* in Appendix.

Never be impatient of a pupil's requests for help in the spelling of words which he needs at the time in his writing. Commend him for such requests. In most instances they indicate a developing "spelling conscience."

Lesson 758

Teach: muscles, stomach, tongue
(mŭs'lz) (stŭm'ŭk) (tŭng)

All of these words are troublesome words. Call particular attention to the difficult parts as indicated above. Give special attention to correct pronunciation of *stomach*.

Assign for Independent Review: weigh (751), weights (751), shoulder, careful (496), blood, elbow, ankle (392)

Lesson 759

Teach: Chinese, foreign
(chĭ-nĕz') (fŏr'in)

In the oral spelling of *Chinese* have pupils say: *capital C-h-i-n-e-s-e.*

Assign for Independent Review: shaped, strung, twisted, burst (429), bale, solid, few, tons, woolen, cotton (591), color, ribbon (275)

Lesson 760

Teach: manufacture, manufacture
(măn'ŭ-făk'tŭr) (măn'ŭ-făk'tŭr-ĭng)

See *Suggested Lesson Plan E*, page 204.

See § 16, § 17, Chapter IV.

Assign for Independent Review: products, already, delivered, business (414), difference (435), separate (416), wouldn't (381), couldn't (381), shouldn't (381)

Lesson 761

Teach: gentleman, gentlemen
(jĕn'tl-măn) (jĕn'tl-mĕn)

Insist on distinct enunciation of the vowel in the last syllable of each of these words.

Assign for Independent Review: brave soldier (382), well done (165), forgive, forgave, too (365) busy (168), don't (395) deny, at any (239) time, fair (430) and square

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, novĕl, refĕr;
right, sĭn; cōld, ōbey, cōrd, stŏp, cŏmpare; ŭnit, ŭnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 762

Teach: queen, crown
(kwēn) (kroun)

Assign for Independent Review: given (512), grant, young (573), couple (755), wife, rule (286), single (756), married, once (211), again (203) drawing near, until (411) then (213)

Lesson 763

Teach: ex plain, wher ev er
(ěks-plān') (hwâr-ěv'ēr)

Insist on distinct enunciation of the *wh* in *wherever*.

Assign for Independent Review: marry, pledge, hear, heard (309), using, giving, kissed good-by (386), wicked tongue (758)

Lesson 764

Teach: bou quet, gath er, fade
(bōō-kā') (gāth'ēr) (fād)

See § 30, § 31, § 32, Chapter IV.

Assign for Independent Review: planned, deserved, returned, fifth (756), fourth, first, vase, care, give (128)

Lesson 765

Teach: freek les, sev en ty
(frēk'lz) (sěv'n-tī)

See § 23, § 24, Chapter IV.

Assign for Independent Review: muscles (758), stomach (758), knuckles (567), several (756), seconds (540), minutes (402), fourteen (352), thirteen (468), country (234), foreign (759)

Lesson 766

Assign for Independent Review: dry goods, hardware, gentleman (761), gentlemen (761), store, weigh, weights, wool, themselves (551), handkerchief (591), manufacture, manufacturing

Check on list of three words prepared by pupils as suggested on page 45 in their spelling books. (It is probable that *wicked*, *gather* and *stomach* are the most conspicuous examples.)

Conduct a short drill on the use of the dictionary to find the correct pronunciation of a selected list of words. See EXERCISE V in Appendix to this Manual.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 767

Teach: trol ley, mo tor, gas o line, e lec tric
(tröl'ly) (mō'tēr) (gās'ō-lēn) (ē-lēk'trīk)

See § 22, Chapter IV. Ask pupils to try to discover some association to fix the spelling of *gasoline*.

Assign for Independent Review: useful, perfect (717), automobile (412), garage (606), engine (401), coal, a five-cent (268) fare (477), for (268) a little while (411)

Lesson 768

Teach: roared, rough
(rōrd) (rŭf)

See § 23, Chapter IV.

Assign for Independent Review: city (232), street (408), postal (476), card, doesn't, dare, bare, feet (197), laughed, aloud, explain, forgive

Lesson 769

Teach: paste board, tis sue pa per, glue
(pāst'bōrd") (tīsh'ū) (pā'pēr) (glōō)

Notice that *pasteboard* is not a compound word but two words, *paste* and *board*, written as one, *pasteboard*. *Tissue paper* is not a compound word, nor a single word; it is *two* words.

Assign for Independent Review: paste, mix, scissors, bureau, woolens (743), queen, wore, crown

Lesson 770

After pupils have written the sentences referred to on page 46 in the spelling books, the teacher should write on the blackboard a composite list of words thus used. That list may and probably will include a total of at least twenty words. All who have used the first one written on the board should make a show of hands. Teacher enters number opposite the word, and so on through the list. The ten which have in this way been voted the hardest should be made the subject of careful restudy. They may well be entered in the list in the individual spelling pockets for further review.

The abbreviations given on page 62 constitute a reference list. Pupils should be encouraged to master them one at a time as they have occasion to use them.

âte, senâte, râre, căt, locăl, făr, ásk, párade; scêne, évent, édge, novél, refér;
right, sín; cöld, óbey, córd, stóp, cômpare; únit, únite, búrn, cút, focús, menú;

Lesson 771

Teach: sad, worse
(sǎd) (wǔrs)

See *Suggested Lesson Plan E*, page 204.

Assign for Independent Review: bouquet (764), gathered (764), faded, surely (296), lying (554), tongue, deny, kept (296), laid (298)

Lesson 772

Teach: stirred, sud den
(stǔrd) (sǔd'n)

See § 34, Chapter IV.

Assign for Independent Review: single, although (731), letter (343), written (343), returned, delivered, several (756), seventy, wherever (763) you choose (582), coming (107) to meet (520)

Lesson 773

Assign for Independent Review: vegetables (570), lettuce (572), melons, celery (574), wheat (703), cereal, grain (583), heart (377), muscles, freckles (765), third (281), fourth (445), fifth

Lesson 774

Teach: axle, machine, steam
(ǎk'sl) (má-shēn') (stēm)

See § 32, § 42, Chapter IV.

Assign for Independent Review: wheel, engine, motor (767), gasoline (767), trolley (767), electric, coupled (755), Chinese (759), foreign

Lesson 775

Teach: worried, saucy, angry, pity
(wǔr'ǐd) (sǎu'sǐ) (ǎn'grǐ) (pǐt'ǐ)

See § 23, § 24, Chapter IV.

Assign for Independent Review: frightened, merry (626), children, these (318), sad, real, wading, bathing, careful, using her broom, trying to guide (568)

Lesson 776

Teach: flood, span, swollen, foolish
(flūd) (spǎn) (swōl'n) (fōōl'ish)

See § 44, Chapter IV.

hōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; *hw* = wh as in when; *zh* = z as in azure; *kh* = ch as in loch. See *pronunciation key* in Appendix.

Assign for Independent Review: river, bridge (618), emptied (626), roared, rough (768), awful (453), worse, scolded (332), obeyed (561) their (318) parents

Lesson 777

Teach: pet ted, bounce ing, steer, bathe, swim
(pēt'əd) (bəuns'ɪŋ) (stēr) (bāth) (swim)

Have *steer* and *bathe* written in sentences: *I can **steer** the boat; We should bathe every day.*

Assign for Independent Review: afraid (294), build (254), built (254), planned (746), dangerous (458), drowned (618), soaked (461), daughter (615), brook, float (454)

Give a few minutes to a speed contest in finding six selected words in the dictionary. See EXERCISE III in the Appendix to this Manual.

Lesson 778

Teach: bare foot ed, stream
(bār'fōot'əd) (strēm)

See § 45, Chapter IV.

Assign for Independent Review: swollen (776) stream, bare legs

After the stories have been written and corrected by the teacher, have the class choose from among those that are letter perfect in spelling, the one which presents the best general appearance as a piece of written work. See § 47, § 48, Chapter IV.

Lesson 779

Teach: re volv er, pow der
(rē-vōl'vēr) (pou'dēr)

Assign for Independent Review: sudden (772), stirred (772), killed (556), soldier (382), war (382), peace (502), wound (564), bled, scratch (563)

Lesson 780

Teach: case, pock et book, seal
(kās) (pōk'et-bōok") (sēl)

See *Suggested Lesson Plan E*, page 204.

See § 44, Chapter IV.

Assign for Independent Review: crown, bouquet, gathered (764), gentleman (761), pasteboard (769), tissue paper, glue, need (242), make

âte, senâte, râre, căt, locâl, fâr, âsk, pûrade; scêne, évent, êdge, novêl, refêr; right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bârn, cût, focûs, menü;

Lesson 781

Teach: can non, cop per
(kǎn'ŭn) (kǒp'ēr)

Have *cannon* written in a sentence: *There is a **cannon** on the court house grounds.*

Assign for Independent Review: steam, blistered (459), burned (253), manufacture, manufacturing, anything (365), silver (282), weights (751), weigh (751)

Lesson 782

Teach: punc ture, ped al
(pŭnk'tŭr) (pĕd'ăl)

Have these words written in sentences: *Keep your foot on the **pedal**; Be very careful not to **puncture** the tire.*

Assign for Independent Review: tires, rubber (612), oiled, machine (774), bicycle (612), trolley, electric, wheel, axle (774), motor

Ask the members of the class to repeat from memory the directions printed on their spelling pockets. Endeavor to develop a genuine appreciation of the value of this pocket, when wisely used, as a means to spelling efficiency.

Lesson 783

Assign for Independent Review: stream (778), source (690), rained (274), hailed, flood, swollen, worried (775), swim, steered (777), bounced, water (291), wider, poured (613)

Lesson 784

Teach: de nied, least
(dĕ-nīd') (lēst)

See § 46, Chapter IV.

Assign for Independent Review: fault, angry, foolish, careless (496), answer (290), saucy (775), tongue (758), wicked (693), grown, worse

Lesson 785

Teach: tow el, sponge, wiped
(tou'ĕl) (spŭnj) (wīpt)

Give special drill on correct pronunciation of *towel*.

Assign for Independent Review: dried, tasted, medicine, nasty, dose (524), washed, bathed (777), petted, nursed

bōōt, fōōt; found; boil; function; chase; good; joy; **then, thick**; **hw** = wh as in when; **zh** = z as in azure; **kh** = ch as in loch. See *pronunciation key* in Appendix.

Testing spelling is not teaching spelling. Testing may reveal the need for study or for instruction, but it is no substitute for either study or instruction.

Lesson 786

Teach: bat tle, blood y, fort
(băt'ł) (blūd'y) (fört)

See § 49, Chapter IV.

Assign for Independent Review: revolver, powder, army, cannon (781), copper (781), hero, scars, dead, grave, ready (115) to shoot, offered war or peace (502)

Lesson 787

Teach: clouds, heav ens
(kloudz) (hěv'nz)

Do not mispronounce the word *heavens* in order to make its spelling easier.

Assign for Independent Review: showers, during (364), night (185), sky, already (244), clear (424), whole (521), world (407), awake

Lesson 788

Teach: thief, steal, swear, strike, strip
(thēf) (stēl) (swār) (stri:k) (stri:p)

See § 33, § 34, § 36, § 37, § 38, Chapter IV.

Assign for Independent Review: stripped, prison (561), prisoner (561), jail (561), key, case, seal

Lesson 789

Teach: mea sles, chick en pox, hos pi tal
(mē'złz) (chik'ën pöks) (hös'pī-tāl)

The word *measles* is a very troublesome one. Give it considerable attention. In the teaching period, place a great deal of emphasis upon the correct visualization of this word. See § 23, § 24, Chapter IV.

Assign for Independent Review: February (499), greatest, least, barefooted, pocket book, post office (438), medicine (526), stomach, muscles (758)

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ědge, novĕl, refĕr; right, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Lesson 790

Have pupils prepare lists as indicated on page 52 in the spelling book. From these words, select the hardest up to a total of not more than twenty different words. Pronounce these words in sentences, for example: *The child was kept at home because he had measles; measles.* Have pupils write in columns the full list of words thus pronounced. (See § 37, Chapter IV.) Have each pupil check his own paper. Commend very heartily all who make perfect scores.

Lesson 791

Teach: dy ing, faint
(dī'ing) (fānt)

See *Suggested Lesson Plan E*, page 204.

Assign for Independent Review: lying, weak (528), fault (523), denied, fever (528), cough (522), doctor (233), nurse (525)

Lesson 792

Teach: mow er, mowed
(mō'ēr) (mōd)

Assign for Independent Review: motor (767), pedal (782), coal, steam, towel (785), sponge (785), gasoline, machine, tire, puncture (782)

Lesson 793

Teach: punched, coop, perch
(pūncht) (kōōp) (pūrch)

Have *coop* and *perch* written in the sentence: *The chicken sat on a perch in the coop.*

Assign for Independent Review: pinched, hurried (553), fought (552), wire, cage, battle, bloody, swollen (776), wiped (785)

Lesson 794

Teach: har bor, launch, an chored, stretched
(hār'bēr) (lānch) (ān'kērd) (strēcht)

See § 39, § 40, § 41, Chapter IV.

Assign for Independent Review: houses (94), among, himself (546), herself, robin, flew (340)

Conduct a short speed drill on finding in the dictionary the meanings of a selected list of five words.

bōōt, fōōt; foun; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 795

Teach: lil y, lil ies, li lac, pe o ny
(lil'í) (lil'íz) (li-lák) (pē'ō-ní)

See § 22, Chapter IV.

Assign for Independent Review: bouquet (764), gathered (764), bushes, stripped, pansies (609), violets (609), clouds, heavens

Lesson 796

Teach: po lice, ac cused, pun ish, set tled
(pō-lēs') (ă-kūzd') (pūn'ish) (sēt'ld)

See § 44, Chapter IV.

Assign for Independent Review: thief (788), robbed (552), guilty (551), revolver, battle, cannon (781), strike, swear, steal (788)

Lesson 797

Teach: rub bish, heap, scrap, waste
(rüb'ish) (hēp) (skrăp) (wăst)

Have *waste* written in sentence: *Never waste good food.* See § 11, § 12, Chapter IV.

Assign for Independent Review: mower, mowed, doing (192), putting (511), copper (781), punch

Lesson 798

Teach: shav ing, whisk ers, shaved
(shāv'ing) (hwls'kērz) (shāvd)

Insist on distinct enunciation of the *wh* in *whiskers*.

Assign for Independent Review: measles (789), hospital (789), dying, faint, beard, muscles, stomach (758), a piece (141) of bread (322), a slice (581) of toast

Lesson 799

Teach: to bac co, cig a rette, pipe
(tō-băk'ō) (sīg'a-rēt') (pīp)

Assign for Independent Review: smoke, blind, denied, fault (784), worse, says (323), shall (380), pain (274), walked

âte, senâte, râre, căt, locăł, fär, âsk, párade; scêne, évent, édge, novël, refër; right, sîn; cöld, ôbey, cörd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, mentû;

Lesson 800

Teach: sail or
(sāl'ēr)

See *Suggested Lesson Plan E*, page 204.

Have *sailor* written in the sentence: *Columbus was a fearless sailor.*

Assign for Independent Review: water, lily, anchor (794), violet, peony (795), harbor, stream (778), melon (574), picked

Lesson 801

Teach: re port, news pa per, print
(rē-pōrt') (nūz'pā'pēr) (print)

See § 46, Chapter IV.

Assign for Independent Review: right (185), until (411), upon (424), promoted, Saturday (304), Wednesday (302), erase, when (154), which (223)

Lesson 802

Teach: tapped, snapped
(tāpt) (snāpt)

See § 9, § 10, Chapter IV.

Assign for Independent Review: roared, rough, motor, engine (401), carrying, drowned, waves, sails

Conduct a short drill on the use of the dictionary to determine capitalization. See EXERCISE VII in the Appendix to this Manual.

Lesson 803

Teach: steam er, might y
(stēm'ēr) (mīt'y)

Assign for Independent Review: launched, ocean (454), foreign (759), lands (547), pointing, stretched, bottom (454), east

Lesson 804

Teach: mate, mas ter, son
(māt) (mās'tēr) (sūn)

Have *son* written in a sentence: *His son is five years old.* See § 11, § 12, Chapter IV.

Assign for Independent Review: ship, sails (103), first, sailor (800), harbor, anchor, sea (376), rope (376), pile

hōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 805

Teach: drift ed, gi ant
(drift'ed) (ji'ant)

Assign for Independent Review: clouds, gathered (764), heavens, waves, cabin, pipe, whiskers (798), tobacco (799), smoking

Lesson 806

Encourage pupils to consult the spelling book or the dictionary when in doubt about the spelling of any words which they need to use in writing. When the stories have been completed and corrected, all that are letter perfect in spelling should be passed around in class for inspection and commendation. Pupils should be led to commend one another for good work and to volunteer to assist those who need special drill and testing on their hard words.

Lesson 807

Teach: rise, ris ing, sink, sunk
(riz) (riz'ing) (sĭnk) (sŭnk)

Assign for Independent Review: rubbish, newspaper, waste (797), punish, police, report, thief (788), steal (788), stole

Lesson 808

Teach: snap, shove, stack
(snăp) (shŭv) (stăk)

Have *shove* used in sentence: *We will shove the rowboat off the beach.*

Assign for Independent Review: off, made (187), bouquet, steamer, anchor (794), perch (793), strike, scrap, heap

Lesson 809

Teach: fixed, fix ing, mixed, mix ing
(fikst) (fiks'ing) (mĭkst) (miks'ing)

Assign for Independent Review: accused (796), settled (796), hammer (391), hollow (311), every, sailor (800)

Lesson 810

If by reason of a long school year, you should have some time left before the close of the semester, it may well be given to a comprehensive review of all the hard words on pages 59, 60 and 61, and to the abbreviations on page 62

âte, senâte, râre, căt, locâl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sĭn; côld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bŭrn, cŭt, focŭs, menŭ;

in the spelling books. The class may be organized into competing teams or sections, with written tests each day on a given column or columns of words. All words misspelled in any of these tests should be placed on a special list for a final contest between teams, the aim being to make this final contest one in which "both sides win" by making a perfect score.

Review List

accept (676)	caught (422)	eraser (267)	instead (469)
aches (327)	cause (662)	evening (519)	island (648)
address (475)	ceiling (489)	excused (283)	isn't (395)
afraid (294)	celebrated	exercise (717)	kinds (547)
again (203)	center (654)	explanation	knew (337)
agreed	cereals (703)	extra (655)	knocked (568)
allowed (334)	changing	farther (288)	know (124)
all right (673)	chief (667)	favorite	known (734)
almost (115)	children	February (449)	laid (298)
already (244)	choice (727)	fifth (756)	level
although (731)	choose	figure (464)	limbs (691)
always (193)	chorus (639)	finally (599)	loose (509)
among (244)	chosen (584)	folks (722)	machine (774)
animals (439)	church (601)	foreign (759)	madam (693)
answering (290)	claimed (545)	forest (695)	manners (538)
August (449)	climbed (625)	fortune (672)	manufacturing
author (640)	clothes (389)	forty (399)	many (54)
automobile (412)	clothing (389)	fourteen (352)	maybe (379)
autumn (632)	collar (498)	fourth (445)	meant (512)
awful (453)	color (306)	freight (952)	measles (789)
bathe (779)	column (645)	friend (351)	measured (593)
battle (786)	coming (107)	frightened (312)	minute (402)
because (210)	copper (781)	furnace (489)	motor (767)
beefsteak (703)	cotton (591)	garage (606)	mountain (473)
beginning (272)	cough (522)	gasoline (767)	muscles (758)
believed (374)	countries (648)	gathered (764)	needle (605)
biscuit (356)	curtain (514)	gentleman (761)	neighbor (549)
blown (713)	desert (681)	geography (471)	nickel (277)
board (388)	destroy (664)	given (512)	niece (737)
bouquet (769)	determined	government (649)	noticed
break (321)	didn't (395)	governor (649)	nurse (525)
breathe (507)	direction (594)	grammar (638)	ought
brought (341)	discovered	great (313)	our (209)
build (254)	doctor (233)	greatest	owner (672)
bureau (701)	does (146)	guessed (432)	painted (373)
buried (732)	don't (395)	hailed (509)	peace (502)
business (414)	earned	half (370)	people (149)
busy (168)	earth (407)	healthy (717)	perfect (717)
calendar (467)	either (359)	heard (309)	pieces (141)
canoe (657)	elbow	heaven	planned (746)
can't (409)	engine (401)	hoarse (522)	pleasant (493)
careful (496)	enough (366)	hospital (789)	pleasure

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in **when; zh** = z as in **azure; kh** = ch as in **loch**. See *pronunciation key* in Appendix.

plenty (671)	scissors (747)	subject (635)	valley (689)
poem (640)	screw	succeed (633)	vegetables (570)
polite	season (632)	sure (289)	view (665)
poor (670)	seemed (462)	surprised (551)	village (667)
prairie (669)	separate (416)	sweater	visitors (730)
prepare (708)	several	tear (409)	waste (797)
president (649)	sewing (605)	their (122)	wearing (181)
principal (472)	shelter (695)	there (318)	weather (616)
problem (471)	should (196)	themselves (551)	Wednesday (302)
product	shoulder (742)	they (146)	weigh (751)
property	shown (671)	thief (788)	weight (751)
puncture (782)	since (463)	thirsty (685)	went (111)
pupil (638)	sincerely (651)	those (513)	wheat (703)
purpose (636)	single (756)	though (469)	where (122)
quickly	sleeve	through (344)	whether (488)
quietly (402)	soldier (382)	Thursday (303)	which (223)
quite (463)	some (125)	tired	whistle (728)
quotation	source (690)	together (499)	whole (521)
radiator (682)	speak (544)	tongue (758)	whose (523)
raised	special (638)	touched (625)	wicked (693)
really (670)	spend (708)	toward (499)	woman (533)
received (475)	stayed (478)	traveled	women (533)
remain (476)	steal (788)	troubled (663)	won't (293)
respectfully (651)	steam (778)	truly (438)	woolen (743)
right (185)	stomach (758)	Tuesday (301)	worse (771)
rough (768)	stopped (308)	umbrella (461)	would (198)
sailor (800)	straight (405)	until (411)	write (237)
saucy (775)	strange (689)	upon	writing (287)
scene (665)	stream (778)	using	wrong (62)
scheme (662)	struck (501)	vacation	wrote (476)

The Days of the Week

Sunday.....Sun.	Wednesday.....Wed.
Monday.....Mon.	Thursday.....Thurs.
Tuesday.....Tues.	Friday.....Fri.
Saturday.....Sat.	

The Months of the Year

January.....Jan.	May....May	September....Sept.
February....Feb.	June....June	October.....Oct.
March.....Mar.	July....July	November....Nov.
April.....Apr.	August..Aug.	December....Dec.

Other Common Abbreviations

ounce, ounces.....oz.	Mister.....Mr.
and others.....etc.	Mistress.....Mrs.
pound.....lb.	Doctor.....Dr.
pounds.....lbs.	department.....dept.
Number.....No.	General Delivery...Gen. Del.
Street.....St.	postscript.....P. S.
County.....Co.	Rural DeliveryR. D.
Company.....Co.	
United States of America.....U. S. A.	

INTRODUCTION TO SIXTH YEAR

Introduce the members of the class to the work of the sixth year by making appropriate and specific reference to the suggestions printed for their guidance on page 64 in their texts. Review with them the directions printed on the spelling pocket on the inside of the last cover of the text.

In the lower grades, the responsibility for results in spelling has had to be carried wholly by the teacher. Gradually, however, through insistence upon self-directed study, upon the review of words according to individual needs, upon the use of the spelling pocket, and through the development of the spelling conscience, the responsibility has been shifted to the pupils. During the sixth year, this responsibility for results should be increasingly assumed by pupils, so that in the seventh year and above it may, for the most part, be carried by them.

Reread letter on page xii.

Suggested Lesson Plan F

(For Sixth Year)

STEP I. TEST:

Teacher dictates, in phrases or sentences or in a paragraph, the words of the preceding lesson,* and any words from the lesson second preceding, which have been misspelled by several pupils in the test of the preceding day. Phrases or sentences should be so formed as to indicate, when possible, the meaning of the word. Example: *The **guest** received a hearty welcome.*

STEP II. CHECK ERRORS:

Each pupil checks his own paper to discover possible errors. The words of the test may be spelled orally to the class by the teacher or by some pupil whose paper is letterperfect. Each word should be pronounced distinctly and spelled slowly with a slight pause between syllables. Each misspelled word should immediately be obliterated by the pupil and written correctly above the error or on the margin of his paper. (See *Testing Spelling and Checking Errors*, page 205.)

For purposes of review, the teacher should then ascertain what words have been misspelled and ask for a show of hands to indicate the number of pupils who have misspelled each.

STEP III. TREAT ERRORS:

Assign to the pupils concerned, for independent individual study, any word misspelled by only one or

* See suggestion given in the next to the last paragraph in Step V.

two pupils. Each pupil should add to the list which he keeps in his spelling pocket, any word he has misspelled in the test.

Reteach any word which has been misspelled by a number of pupils in the test. Any or all of the steps indicated in (1) to (8) below may be taken, if necessary, in reteaching a word. Emphasis should vary according to the degree of its difficulty *for these pupils*, as indicated by the test.

STEP IV. TEACH SEPARATELY EACH NEW WORD IN THE LESSON:

(1) **Teacher writes the word on the blackboard and then pronounces it distinctly but without exaggeration. The word must not be presented with syllables separated by spaces or hyphens.*** Such procedure would tend to give the pupil a faulty impression of the word as a whole.

(2) **Pupils pronounce the word correctly several times.** The teacher may call upon several pupils in turn and then upon the group in concert.†

(3) **Pupils use the word orally in sentences.** The teacher may call upon several pupils in turn, until it becomes reasonably certain that all members of the class are familiar with the meaning and use of the word.

(4) **Teacher may indicate any troublesome part of the word by tracing it in colored crayon, by underlining it, or by otherwise directing attention to it, *but never by calling attention to any wrong way of spelling it.***

(5) **Teacher indicates syllabication of word by pronouncing each syllable and at the same time trac-**

* For the convenience of the teacher the new words in each lesson in this Manual are separated into syllables by spaces. They should not, however, be presented in this manner to pupils.

† Concert work is usually neither valuable nor safe unless it is preceded or followed by individual work.

ing with pointer an imaginary curved line under it, and then by spelling the word orally; for example, *s-u-p-e-r-i-n-t-e-n-d-e-n-t* (pausing briefly at the end of each syllable without pronouncing the syllable). In this step the teacher should pronounce the word before and after each spelling.

(6) **Several pupils in turn are called upon to spell the word orally by syllables, as in (5) above.**

(7) **The entire class with eyes closed, spell the word orally while each endeavors to picture to himself the word as it appears in written form.** Then each opens his eyes and compares his "picture" with the word as it is written on the blackboard.

(8) **Each pupil writes the word, quietly pronouncing each letter as he writes it, and then compares the word as he has written it with the word as it is spelled on the blackboard or in the book.**

STEP V. MAKE ASSIGNMENT FOR INDEPENDENT STUDY:

Assign for independent review the review words which occur in the lesson. Call attention to any particular syllable or letter which may be especially difficult. Occasionally call attention to the importance of each pupil's reviewing the words in his spelling pocket.

In their individual study, pupils should be encouraged to visualize each word, that is, "to close their eyes and try to see the letters in their places," then to look at the word in the book or on the blackboard, and again to close their eyes and try to picture it; and finally to write it and then compare its spelling with the word in the book or on the blackboard.

As part of their independent study, pupils may profitably be required to prepare and hand in to the teacher at some time during the day, or previous to the following lesson, sentences in which the words of

this lesson are used. The best of these sentences may be used by the teacher in the test given (Step I) in the next lesson period.

Encourage pupils to form small study groups to assist one another in improving individual methods of study, to test one another on words listed in spelling pockets, to examine critically written work to be handed in, and to assist one another in all possible ways in order to make perfect scores in spelling tests and in all written work.

Lesson 811

Read INTRODUCTION TO SIXTH YEAR, page 251.

See also § 1, Chapter IV.

Spend the entire period in discussing with the pupils the suggestions printed on page 64 in their spelling books. If you can secure their interest and coöperation in putting these suggestions into action, you may transfer much of the responsibility for spelling results from your own shoulders to those of the pupils.

Lesson 812

Teach: ab sence, anx ious
(ăb'sēns) (an'k'shûs)

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: cause (662), fault (523), chief (667), first, changing, special (637), forget (215), forgot (215), earlier (655), explain, started (97), reached (100)

Lesson 813

Teach: ex cur sion, hike, out doors
(ĕks-kûr'shûn) (hik) (out'dôrz')

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: planned (746), succeeded (633), pleasure, view (665), folks (722), some (125), autumn (632), season (632), mountain (473)

âte, senâte, râtre, căt, locâl, făr, âsk, pârade; scêne, êvent, ědge, novĕl, refĕr; right, sîn; cöld, ôbey, cörd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû; bôot, fôot; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Read pages 27 to 29 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 814

Teach: jour ney, trav el er, trav el ing, suit case, checked
(jûr'nî) (trăv'êl-êr) (trăv'êl-ing) (sût'kās) (chêkt)

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: village (667), countries (648), foreign, visit (151), trunk, heavy (347), baggage (642), steamer

Lesson 815

Teach: lieu ten ant, colo nel, cap tain, gen er al
(liu-tên'ănt) (kûr'nêl) (kăp'tîn) (jên'êr-ăl)

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: together (499), reviewed (539), gentlemen (761), strange (689), company (479), prisoner (561), received (475) orders, have (243) to obey

Lesson 816

Teach: guard ing, im ag ined, at ten tion
(gărd'ing) (i-măj'ind) (ă-tên'shûn)

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: anxious (812), forgetting (423), promised (416), guessed (432), listened (283), remember, dismissed (647), remained, happened (309)

Lesson 817

Teach: sup ply, sup plies, scarce
(sû-plî') (sû-plîz) (skârs)

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: cases, absence (812), failed, refused (676), claimed (545), finally, plenty (671), almost (115), already (244)

Lesson 818

Teach: mess, rank, na vy
(mêś) (rănk) (nă'vî)

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: higher (321), highest (321), single (756), double (393), coming (107), through (344), army, sailor (382), soldier

ăte, senăte, răre, căt, locăł, făr, âsk, părade: scēne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, cöld, stôp, cômpare: ûnit, ûnite, bûrn, cût, focûs, m-nû;

Lesson 819

Teach: sim ple, liv ing, health
(sĭm'pl) (lĭv'ĭng) (hĕlth)

See *Suggested Lesson Plan F*, page 252.

Note that *heal* is a part of *health*.

Assign for Independent Review: reason, excursion, outdoors, really (670), traveler, traveled (641), perfect (717), journey (814), checked

Lesson 820

Teach: ath lete, train ing, nec es sa ry, o be di ent
(ăth'lĕt) (trăn'ĭng) (nĕs'ĕ-să-rĭ) (ô-bĕ'dĭ-ĕnt)

See *Suggested Lesson Plan F*, page 252.

(On the assumption that the teacher has by this time become entirely familiar with *Suggested Lesson Plan F*, less frequent reference will be made to it from this point on, except at the beginning of the second half of the year.)

Assign for Independent Review: breathing, exercise (717), drilled, brain, master, mighty, muscles (758), heart (377), stomach (758)

Lesson 821

Teach: mil i ta ry, com mand, ac tion, sa lute
(mĭl'ĭ-tă-rĭ) (kô-mănd') (ăk'shŭn) (să-lŭt')

See § 22, Chapter IV.

Assign for Independent Review: captain (815), lieutenant (815), promoted, marched, traveling, farthest (346), colonel (815), general, waiting (221)

Lesson 822

Teach: like ly, pos si bly, hard ly
(lĭk'li) (pôs'i-blĭ) (hărd'li)

See § 44, Chapter IV.

Assign for Independent Review: extra (655), least, known, perhaps, purpose (636), attention, imagine, supply (817), scarce (817)

Lesson 823

Teach: searched, ev er y where, se lect ed, de cid ed, joined, scouts.
(sûrcht) (ĕv'er-i-hwâr") (sĕ-lĕkt'ĕd) (dĕ-sĭd'ĕd) (joind) (skouts)

See § 1, § 2, § 3, § 4, Chapter IV.

bōot, fōot; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Assign for Independent Review: island (648), discovered (664), guarding (816), settled (796), camping, shelter (695), bucket (429), kettle (362), coffee (362), since (463) they (146) had joined the scouts

Lesson 824

Teach: scorched, flames, scald, scarred
(skôrcht) (flāmz) (skôld) (skârd)

See § 18, § 19, § 20, § 21, Chapter IV.

Assign for Independent Review: stooped, stirred (772), handkerchief (591), necessary, blankets, stockings (162), warm (195) blaze (619), using sticks, were (205) always (193) careful (496)

Lesson 825

Teach: explored, trail, troop, bunting
(ëks-plôrd') (trāl) (troop) (bun'ting)

See § 9, § 10, Chapter IV.

Assign for Independent Review: journey (814); living, health (819), navy (818), army, stretched, direction (594). Our (209) flag is made (187) of bunting.

Inspect the lists in the pupils' spelling pockets. Commend all who are keeping lists of words they have missed in the tests and who are reviewing them systematically and persistently. Encourage pupils to test each other on these pocket lists of hard words. See § 32, § 42, § 43, Chapter IV.

Lesson 826

Teach: rinsed, contains, entered
(rīnst) (kôn-tānz') (ën'têrd)

Assign for Independent Review: nearly (379) ready (115), warmed, entered the tent, along the winding shore

The letters suggested in Lesson 826 should be critically examined by the teacher. All that are correct in spelling, capitalization, punctuation, the division of words at the end of the line, and are neat in general appearance should be passed around the class for general inspection and commendation.

Lesson 827

Teach: excellent, success, wonderful, successful
(ëk'sê-lênt) (sŭk-sës') (wŭn'dêr-fŭl) (sŭk-sës'fŭl)

See § 33, § 34, § 36, § 37, § 38, Chapter IV.

ate, senâte, râre, căt, locâl, făr, âsk, párade; scêne, évent, ědge, novël, refêr; ríght, sîn; cöld, óbey, córd, stóp, cômpare; ũnit, ũnite, búrn, cút, focŭs, menŭ;

Assign for Independent Review: anxious, necessary (820), determined (643), action, surely (296), ought, athlete, training, military

Lesson 828

Teach: nar row, width, mo tion, no tion
(năr'ō) (wĭdth) (mō'shŭn) (nō'shŭn)

See § 39, § 40, § 41, Chapter IV.

Assign for Independent Review: likely, possibly, hardly, searched (823), decided, stepped, enough (366), simple, indeed (636)

Lesson 829

Teach: gas, ker o sene, ex plode, ex plo sion
(gās) (kěr'ō-sēn") (ěks-plōd') (ěks-plō'zhŭn)

The word *kerosene* is a very troublesome one. Provide considerable practice in writing this word.

Assign for Independent Review: scald, flames, fried (585), motor (767) radiator (682), steam, scorched, scarred (824), quickly

Lesson 830

Have pupils prepare lists of words as indicated on page 52 in their spelling books. Collect these lists. Select the hardest words up to a total of not more than twenty different words. Pronounce the words in sentences; for example, *He filled the lamp with kerosene oil; kerosene.* Have pupils write in columns the list of words thus pronounced. (See § 37, Chapter IV.) Have each pupil check his own paper. Commend very heartily all who make perfect scores. Suggest that words misspelled be placed on individual lists by pupils who have misspelled them.

Lesson 831

Teach: ar ti cles, ma te ri al, ri fle, sword
(ăr'tĭ-klz) (mă-tē'ri-ăl) (rĭ'fl) (sōrd)

See *Suggested Lesson Plan F*, page 252.

See § 22, Chapter IV.

Assign for Independent Review: supplies (817), contained, lieutenant (815), explored, captain, colonel (815)

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 832

Teach: o ver alls, un der wear, trou sers
(ō'vēr-ôlz") (ün'dēr-wâr") (trou'zêrz)

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: washed, rinsed (826), suit-case, changing, sweater, woolen (743). Clothes (389) are made of cloth.

Lesson 833

Teach: soiled, cuffs, socks, neck tie
(soild) (küfs) (söks) (nêk'tî")

Assign for Independent Review: collar (498), narrow, width, fifth (756), piece (141), gloves, motion, notion

Lesson 834

Teach: com pare, reck on, solved
(kôm-pâr') (rêk'n) (sôlvd)

Assign for Independent Review: success (827), absence, entered, guard (816), trail, troop, select, joined, scouts

Have a representative number of the pupils called on to read the sentences they have written according to directions in their textbooks.

Lesson 835

Teach: su per in tend ent, el e men ta ry, sec re ta ry
(sū'pēr-in-tên'dênt) (êl'ê-mên'tâ-rî) (sêk'rê-tâ-rî)

The word *superintendent* is an exceedingly troublesome word, chiefly from two causes; namely, its length (see § 16, Chapter IV) and faulty pronunciation (see § 13, § 14, Chapter IV). Give special drill on correct pronunciation of *secretary*.

Assign for Independent Review: principal (472), language (549), history (471), problem (471), geography (471), examination (539), recitation, studied (301), lesson (252), learned (252)

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, búrn, cút, focûs, menû;

Lesson 836

Teach: in form, in for ma tion, im por tant, im por tance
(In-fôrm') (In'fôr-mă'shŭn) (Im-pôrt'tânt) (Im-pôrt'tâns)

Drill on distinct enunciation of the last syllable of each of the last two words.

Assign for Independent Review: attention, articles (831), necessary, obedient, excellent (827), wonderful (827), exercise, behaved, examples

Lesson 837

Teach: mer chant, tai lor, cus tom er
(mûr'chânt) (tă'lêr) (kûs'tûm-êr)

See § 23, § 24, Chapter IV.

Assign for Independent Review: shopping (577), wasted (797), material, cloak (532), buckles (642), fitted, trousers (832), overalls, underwear

Lesson 838

Teach: loaf ing, i dle, mis chief
(lôf'ing) (i'dl) (mîs'chîf)

See § 23, § 24, Chapter IV.

Assign for Independent Review: living, action, guilty, crooked (405), worse, afraid (294), rifle, sword (831), trouble (663), useless, danger, ashamed

Lesson 839

Teach: fac to ry, fire proof, la bor, un ion
(făk'tô-rî) (fir'prôof) (lă'bôr) (ûn'yûn)

See § 13, § 14, Chapter IV.

Assign for Independent Review: kerosene (829), explosion, manufacturing, everywhere, scattered (720), beginning (272), tried (330) to build (254), which (223) would (198) be

Lesson 840

Teach: pro fes sor, stu dents, apt, re spect
(prô-fēs'sôr) (stû'dênts) (ăpt) (rê-spêkt')

See *Suggested Lesson Plan F*, page 252.

See § 30, § 31, § 32, Chapter IV.

Assign for Independent Review: praised, principal, elementary, period (465), sentence (465), several, pupils, books, classes (267), notice (664), absence (812), excused (283), tablet, eraser (267)

bôot, fôot; found; boil; fûnction; chase; good; joy; *then*, thick; *hw* = wh as in when; *zh* = z as in azure; *kh* = ch as in loch. See *pronunciation key* in Appendix.

"Correcting" spelling papers does not correct spelling errors. Such checking is a waste of time and effort unless the errors are actually corrected by the pupil who made them. See § 39, § 40, § 41, § 42, § 43, Chapter IV.

Lesson 841

Teach: re mark, men tion, in quire, con sent, con ver sa tion
(rē-mark') (mĕn'shŭn) (ĭn-kwĭr') (kŏn-sĕnt') (kŏn"vĕr-sā'shŭn)

See § 44, Chapter IV.

Assign for Independent Review: searched, decided, compared, successful (827), superintendent (835), secretary (835), informed, important (836)

Conduct for a short period, a drill on the correct pronunciation of a few long words such as: *manufacturing, conversation, superintendent.*

Lesson 842

Teach: ugly, coarse
(ŭg'ly) (kŏrs)

Before teaching *coarse* see § 11, § 12, Chapter IV. Have this word written: *My suit is made of very coarse cloth.*

Assign for Independent Review: plain (669), colors (306), pretty (306), needle (605), sewing, curtain (514), thread (605), cotton (591), sewed, None (259) except (463) their (318) neighbors (549) knew (337) them (127) well.

Lesson 843

Teach: eas i est, job, e qual, av er age
(ēz'ī-ĕst) (jŏb) (ĕ'kwāl) (āv'ēr-āj)

See § 23, § 24, Chapter IV.

Assign for Independent Review: average fellow, equal chances (278), farther (346) ahead (145), expects (599) too (365) much, loafing, idle (838), lazy (391), mischief (838)

Lesson 844

Teach: fac tor ies, ma chin er y
(făk'tŏ-rĭz) (mă-shĕn'ēr-ĭ)

Give special attention to correct pronunciation of *machinery*.

Assign for Independent Review: articles, machines, property, factory (839), building (326), union, labor (839), business (414), merchant (837), customer

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scĕne, ĕvent, ědge, novĕl, refĕr; right, sĭn; cŏld, ōbey, cŏrd, stŏp, cŏmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 845

Teach: re main der, mu ci lage, con tin ued
(rē-mān'dēr) (mū'si-lāj) (kōn-tīn'ūd)

See § 34, Chapter IV.

Assign for Independent Review: grammar (638), forenoon (386), students, professor (840), respect, reckon, solved, result

Lesson 846

Teach: law, tax, law yer, judge, court
(lō) (tāks) (lō'yēr) (jūj) (kōrt)

Assign for Independent Review: police, accuse (796), proof, prison (561), jail (561), thief (788), stole, steal (788)

Lesson 847

Teach: gown, veil, style, styl ish
(goun) (vāl) (stīl) (stīl'ish)

See § 11, § 12, Chapter IV. Have *veil* written in the sentence: *The woman wore a dark veil.*

Assign for Independent Review: seissors (747), pattern, coarse (842), material, tailor (837), finished, clothing (389), woolen

Lesson 848

Teach: speech, au di ence, pro gram, group
(spēch) (ō'di-ēns) (prō'grām) (grōop)

See § 33, § 34, § 36, § 37, § 38, Chapter IV.

Assign for Independent Review: success (827), remark, mention, easiest (843), quietly (658), average (843), inquire (841), consent

Lesson 849

Teach: em ploy er, in dus tri ous, man age
(ēm-ploi'ēr) (in-dūs'tri-ūs) (mān'āj)

Assign for Independent Review: finally (599), anxious (812), hoping, discovered, superintendent, conversation, explanation, factories, machinery (844), separated (416)

Lesson 850

Give the pupils five minutes in which to write a list of ten words each, which seem to them the hardest words in the last twenty lessons. Take up

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

at random two or three of these papers. Write on the blackboard all of the different words contained in these lists. Add, at the suggestion of others, any additional words which seem to a considerable number of pupils to be very hard words. Reteach this list of words according to *Suggested Lesson Plan F*, page 252. See § 32, § 42, Chapter IV.

Lesson 851

Teach: hy gi ene, ig no rant, phys i ol o gy
(hi'ji-ēn) (ig'nō-rānt) (fiz'i-ōl'ō-jī)

See § 23, § 24, Chapter IV.

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: equal (843), bother, believed (374), guilty (551), cheat (646), well known, must obey (561), the laws, often (209) had been (188) shown (671)

Lesson 852

Teach: lin ing, cal i co, trim mings, wool ly
(līn'ing) (kāl'i-kō) (trīm'ingz) (wōōl'y)

See § 39, § 40, § 41, Chapter IV.

Assign for Independent Review: mucilage (855), matches, necessary (820), importance (836), determined (643), suit (459), socks, necktie, wearing (181) an overcoat, a pair (430) of overshoes (331)

Lesson 853

Teach: hymn, wor ship, preach er, preached
(hīm) (wūr'shīp) (prēch'ēr) (prēcht)

See § 11, Chapter IV. Have *hymn* written in sentence: *We sang a hymn in church.*

Assign for Independent Review: speech, group (848), agreed, audience, program, continued, judge (846), lawyer, court

Lesson 854

Teach: hus band, wed ding
(hūz'bānd) (wēd'ing)

Drill on correct pronunciation of these words.

Assign for Independent Review: wife, getting (293), married, gown, style, blue (231), veil (847), stylish, diamonds (615), presents (342).
More than (218) a hundred (425) people (149) were there (122)

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cöld, ôbey, cörd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 855

Teach: de scribe, de scrip tion
(dē-skrib') (dē-skrīp'shūn)

Drill on distinct enunciation of *e* in the first syllable of each of these words.

Assign for Independent Review: compare, information, employer, industrious, managed, changed, government (649), themselves (551), first floor (159), many friends (351)

Lesson 856

Teach: cōw ard, jeal ous, tem per
(kou'ērd) (jēl'ūs) (tēm'pēr)

See § 23, § 24, Chapter IV.

Assign for Independent Review: ugly, idle, mischief (838), proud, quiet (402), person (722), coarse, shaking, scared

Inspect lists of words in pupils' spelling pockets. Explain that the way to get the best results from the use of the spelling pocket is to keep adding and subtracting words; that is, to put on the list new and unfamiliar words which need further study and review, and to strike off words that have been mastered by restudy and review.

Lesson 857

Teach: cat a log, mag a zine, ad ver tise, il lus trate, dumb, poo dle
(kăt'ā-lōg) (măg'ā-zēn') (ăd'vēr-tīz') (ī-lūs'trāt) (dŭm) (pōō'dl)

See § 25, Chapter IV, before teaching *dumb*.

Assign for Independent Review: animals, woolly, physiology, hygiene (851), ignorant, destroyed (664), lining, calico, making (99), sewed

Lesson 858

Teach: pos si ble
(pōs'i-bl)

Insist on distinct enunciation of the short *i* in the second syllable.

Assign for Independent Review: easiest, funniest (405), longest, sometimes (152), afternoon, Saturday (304), hardly, instead (469), made the motion, spent the money (276), should (196) like to know (124)

bōōt, fōōt; found; boil; funtion; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

The actual correction of an error in spelling, whether oral or written, can be made only by the person who misspelled the word in question. Pupils must early be made conscious of the fact that a single misspelling may be the beginning of a bad spelling habit and that each must correct his own habits of faulty spelling.

Lesson 859

Teach: ser mon, priest, bap tized
(sûr'mûn) (prĕst) (băp-tîz'd')

See § 44, Chapter IV.

Assign for Independent Review: audience, preacher (853), worship, Thanksgiving, group, hymn (853), music (279), organ (279), wedding (854), everybody (364), yesterday (260), received, answered (290)

Lesson 860

Teach: ev er green, hick o ry, wal nut, birch
(ĕv'ĕr-grĕn") (hĭk'ô-rĭ) (wôl'nût) (bûrch)

See *Suggested Lesson Plan F*, page 252.

Notice that *hickory* is a three syllable word. See § 13, § 14, Chapter IV.

Assign for Independent Review: willow (617), limbs (691), forest (695), furniture (578), bureau (701), shelves (355), supply (817), scarce, unless

Lesson 861

Teach: u su al ly, mid night, oc ca sion al ly, cer tain ly
(û'zhû-ăl-lĭ) (mĭd'nĭt") (ô-kă'zhûn-ăl-lĭ) (sûr-'tĭn-lĭ)

See § 38, Chapter IV.

Assign for Independent Review: to-morrow, Hallowe'en (314), Jack-o-lantern (314), important, description (855), within two weeks (304), too busy (168) to write (237)

Lesson 862

Teach: fair ground, ad mis sion
(fâr'ground) (ăd-mĭsh'ûn)

Assign for Independent Review: advertise, illustrate, newspaper, calendar (467), dictionary (465), Wednesday (302), coward (856), temper, jealous (856)

âte, senâte, râre, cât, locâl, fâr, âsk, pârade; scêne, êvent, ědge, nověl, refěr; rĭght, sĭn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Lesson 863

Teach: ad ver tise ment, par a graph, as sis tance, al ma nac
(ăd-vûr'tîz-měnt) (păr'a-grăf) (ă-sîs'tāns) (ôl'mă-năk)

Insist on distinct enunciation of second *a* in *paragraph* and in *almanac*.

Assign for Independent Review: hoped for (268) assistance, magazine articles (831), catalog, dumb (857) animals (439), didn't (395) seem (520) possible (858)

Lesson 864

Teach: friend ship, faith ful, fond, pride, dew
(frënd'shîp) (făth'fûl) (fônd) (prîd) (dû)

See § 11, § 12, Chapter IV. Have *dew* written: *The dew is heavy upon the leaves and the grass.*

Assign for Independent Review: pushed (371) off (347), launched, laughed aloud (719), shoved (808), paddled (454), falling dew, steered (777), gathered (764) the kindling wood

Lesson 865

Teach: scen er y, na ture, dis tance, breeze
(sên'er-î) (năt'yôor) (dîs'tāns) (brēz)

Call attention to the fact that there are three syllables in *scenery*, and that it is a very troublesome word.

Assign for Independent Review: wild (687), beasts, afraid, canoe (657), birch (680), walnut, shelter (695), cabin, hickory (680)

Lesson 866

Teach: trout, fringe, home sick, lone some, roast ed
(trout) (frînj) (hôm'sîk) (lôn'sûm) (rôst'êd)

See § 30, § 31, § 32, Chapter IV.

Assign for Independent Review: caught (422), woolly (852), midnight, moonlight, cooked, smoke, stream (778)

Lesson 867

Teach: maid, maid en
(măd) (măd'n)

Have *maid* written in a sentence: *The maid came to answer the doorbell.*

Assign for Independent Review: island (648), village (667), view (665), screamed (719), frightened (312), thought (341), necklace, niece, usually (861), certainly (861), although (731)

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

When a pupil has misspelled a word, whether orally or in writing, do not call his attention to the wrong form. Drill on the correct form of the word.

Lesson 868

Explain in advance that while the story suggested in Lesson 868 should be sufficiently interesting to make enjoyable reading, it will be examined by the teacher primarily with reference to correctness of spelling, capitalization, punctuation, and division of syllables at the end of the line in writing. Give the class an opportunity to select the paper best in appearance from among those that are free from errors.

Lesson 869

Teach: ad vice, obliged
(ăd-vīs') (ô-blījd')

Assign for Independent Review: church (601), built (254), sermon (859), priest (859), listen, preacher (853), worship, baptized (859), faithful thankful, always

Lesson 870

Teach: postage, zone
(pōs'tāj) (zōn)

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: stamp, admission, assistance (863), paragraph (863), distance (865), geography, recitation (628), postal, scenery (865), nature, country (234)

Lesson 871

Teach: rheumatism, cartarrh
(rōō'mā-tīzm) (kā-tār')

See § 27, § 28, § 29, Chapter IV.

Assign for Independent Review: occasionally (861), handkerchief (591), suffered (663), swollen (776), friendship, neighbors (549), describe (855), mention, stayed (478) longer, only (251) once (211)

Lesson 872

Explain that while it may be wise to review as many as possible of the hardest words on the last seven pages, first attention should be given to words from those pages which have been missed in the daily tests, and have therefore been placed on individual lists in the spelling pockets.

âte, senâte, râte, căt, locâl, fâr, âsk, párade; scêne, évent, êdge, novêl, refêr; right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, búrn, cút, focûs, menû;

Lesson 873

Teach: reck less, rushed, re lat ed
(rĕk'lĕs) (rŭshĭt) (rĕ-lăt'ĕd)

Assign for Independent Review: nephew (737), niece (737), cousins (479), anxious, jealous (856), homesick, lonesome (866), if possible, good advice (869), much (167) obliged

Lesson 874

Teach: cy clone, see tion, dam age
(sĭ-klŏn) (sĕk'shŭn) (dăm'ăj)

Assign for Independent Review: weather (616), breeze, showers, shining (292), prairie (669), houses, grounds, destroyed (664), escape (481), trouble (663), awful (453), because (210)

Lesson 875

Teach: tough
(tŭf)

Assign for Independent Review: furnished, prepared (708), professor (840), favorite (675), author (640), madam (693), grammar (638), subject (635), rough (768), theater (672), quarter, forest (695), acorns

If you have good evidence that the pupils are making an honest effort to do a little better each day, commend them for it. Develop in them through commendation, a satisfaction in their work.

Lesson 876

Teach: was n't, were n't, has n't
(wŏz'nt) (wŭr'nt) (hăz'nt)

To indicate how these words have developed, write *was not* on the black-board; under it, write *was n t*; then under that, write *was n't*; then under that, write *wasn't*. In like manner, treat *weren't* and *hasn't*.

Assign for Independent Review: was not, can't (409), cannot (248), were not, doesn't (395), does (146) not, has not, don't (395), do not. He doesn't know. It doesn't matter (538).

Show that the apostrophe comes in to take the place of the part omitted.

Lesson 877

Teach: pneu mo ni a, ty phoid, dis ease, rem e dy
(nŭ-mŏ'nĭ-ă) (tĭ'foid) (dĭ-zĕz') (rĕm'ĕ-dĭ)

See § 23, § 24, Chapter IV.

bŏot, fŏot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

The first two words are troublesome ones. Insist on distinct enunciation of the proper sound of *i* in *disease*.

Assign for Independent Review: muscles, shoulder (742), rheumatism (871), catarrh (871), cough (522), hoarse, measles (789), nurse (525), children (156)

Lesson 878

Teach: ac ci dent, am bu lance, thrown, shock
(ăk'si-děnt) (ăm'bũ-lâns) (thrŏn) (shŏk)

Drill on correct pronunciation of *ambulance*. Have *thrown* and *ambulance* written in a sentence: *The man who was **thrown** from his horse, was so badly injured that he had to be taken to the hospital in an **ambulance**.*

Assign for Independent Review: explosion, kerosene, usually, certainly, hospital (789), treated

Lesson 879

Teach: gos sip, joked, boast
(gŏs'ip) (jŏkt) (bŏst)

Assign for Independent Review: group (848), relate, news, denied, meant (512), replied, taunt (670), choose (582), choice (727), came together, nothing (208) to lose (400)

Lesson 880

Teach: serv ant, wait er, hired, wa ges
(sũr'vânt) (wât'ěr) (hĩrd) (wă'jēs)

See *Suggested Lesson Plan F*, page 252.

See § 18, § 19, § 20, § 21, Chapter IV.

Assign for Independent Review: cyclone (874), section, damage, nature, distance (865), scenery, rooster (288), crowded (292), raised

Lesson 881

Teach: sieve, sift, dough, lay er
(sĩv) (sĩft) (dŏ) (lă'ěr)

See § 44, Chapter IV.

Assign for Independent Review: tough (875), rough, coarse, pumpkin (314), beefsteak (703), breakfast (321), wasn't (876), weren't (876), hasn't (876)

âte, senâte, râre, căt, locâl, făr, âsk, párade; scêne, évent, ědge, novêl, refěr; rĩght, sĩn; cŏld, ôbey, cŏrd, stŏp, cŏmpare; ûnit, ûnite, búrn, cŭt, focûs, menû;

If a pupil who is a good speller is assigned the problem of bringing another pupil who is a poor speller up to standard, and is properly encouraged in his efforts, and commended for his achievement, much good will result to both. In the process of teaching, the former will improve his methods of study, and in this intimate student companionship in study, the latter will gain much from emulating the achievements of a fellow student.

Lesson 882

Teach: tem per a ture, ben e fit ed, im proved, spoon ful
(tēm'pēr-ā-tūr) (bēn'ē-ft-ēd) (īm-prōōvd') (spōōn'fōōl)

Call attention to the fact that the word *temperature* has four syllables. Insist on distinct enunciation of *i* in *improved*.

Assign for Independent Review: better (218), ache (327), pains (274), neck, medicine (526), swallowed (420), sore (528), throat (522), hoarse (522)

Have several pupils not only tell, but in so far as possible, illustrate or enact their several methods of studying the words *temperature*, *benefited*, *medicine*, *hoarse*.

Lesson 883

Teach: drug gist, qui nine, band ag es, vas e line
(drŭg'gist) (kwī'nīn) (bān'dāj-ēz) (vās'ē-līn)

Assign for Independent Review: disease (877), doctor (233), pneumonia (877), typhoid (877), bottle (526), hospital (789), remedies, accident (878), ambulance (878)

Lesson 884

Teach: sam ple, pack age, scales, lic o rice, ounce
(sām'pl) (pāk'āj) (skālz) (līk'ō-rīs) (ouns)

See § 22, Chapter IV.

Assign for Independent Review: weight, contains, candy, chocolate (712), pound, postage, mucilage (845), envelope (475)

Lesson 885

Assign for Independent Review: measured, thrown (878), backward (482), knocked (568), against (482), joked, boast, chose, chosen (584), length (598), whispered (658), whistled (728), horse (419), harnessed

Be sure to allow pupils time to look over their written work before turning it in.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 886

Teach: ca fé, res tau rant, ap pe tite, sat is fied
(ká'fā') (rēs'tō-rānt) (āp'ē-tīt) (sāt'is-fid)

The word *restaurant* is much more likely to be spelled correctly by pupils if they can pronounce it correctly. See § 13, § 14, Chapter IV.

Assign for Independent Review: dough, sieve (881), sift, waiter (880), servant (880), butcher (590), dinner (147), food, table (354)

Lesson 887

Teach: bind, joint, ap plied, poul tice, lungs
(bind) (joint) (ā-plid') (pōl'tis) (lūngz)

See § 23, § 24, Chapter IV.

Assign for Independent Review: catarrh (871), stomach, rheumatism (871), temperature (882), weak (528), deep (173), breath (502)

Lesson 888

Teach: in ju ry, in jured, band aged, mend
(in'jōō-rī) (in'jōōrd) (bān'dājd) (mēnd)

See § 9, § 10, Chapter IV. Special attention to drill on correct pronunciation of *injury*, *injured*, *mend*.

Assign for Independent Review: benefited (882), improved (882), druggist, quinine, beginning (272) to mend (888), bandages, vaseline (883)

Lesson 889

Teach: cap i tal, cit ies
(kāp'ī-tāl) (sit'iz)

Insist on distinct enunciation of short sound of *i* in *capital*.

Assign for Independent Review: factory (839), fortune (672), proved (415), hired, wages, earned, governor (649), government (649), losing (501), showing, showed

Lesson 890

Teach: guests, ar rived
(gēsts) (ā-rīvd')

See *Suggested Lesson Plan F*, page 252.

See § 34, Chapter IV.

Assign for Independent Review: gossip (879), visitors (730), party, licorice (884), package, sample, pleasant (493), surprise (551), received (475)

âte, senâte, râtre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; rîght, sîn; còld, ôbey, còrd, stôp, cômpare; ûnit, ûnite, bârn, cût, focûs, menü;

Lesson 891

Teach: fla vor, o dor, plat ter, tum bler, sat is fy, carve[˘]
(flā'vēr) (ō'dēr) (plāt'tēr) (tūm'blēr) (săt'is-ī) (kārv)

See § 23, § 24, § 26, § 27, Chapter IV.

Assign for Independent Review: roast, tough, appetite (886), chicken, saucer (361), plates (361)

Lesson 892

Teach: sal ad, sand wich, cur rants
(sāl'ád) (sănd'wich) (kūr'ănts)

Drill on distinct enunciation of the sound of *a* in the last syllable of *salad*, and on the sound of *a* in *currants*.

Assign for Independent Review: sauce (361), café (886), restaurant (886), cookies (333), cooky (333), lunch, cranberry (586), raspberry (712), vegetable (570)

Lesson 893

Teach: vines, blos soms, ge ra ni ums, bloom
(vīnz) (blōs'ŭmz) (jĕ-rā'nĭ-ŭmz) (blōōm)

Insist upon the distinct enunciation of short sound of *i* in *geraniums*.

Assign for Independent Review: roses, lily (795), lilies, bouquet (764), gathered (764), flowers (240), leaves (246), clover

Conduct a short drill on finding a selected list of five words in the dictionary. See EXERCISE III in the Appendix to this Manual.

Lesson 894

Teach: ap pre ci ate, pho to graph
(ă-prĕ'shĭ-ăt) (fō'tō-gráf)

See § 9, § 10, Chapter IV.

Assign for Independent Review: satisfied, scenery (865), places (326), applied (887), separate, grandmother (147), chief, cities (889), passed through, in a few (340) minutes (402)

Lesson 895

Teach: ap pli ca tion, dis ap point ed, bad ly, gain ing, strength
(ăp'li-kā'shŭn) (dis'ă-point'ĕd) (băd'li) (gān'ing) (strĕngth)

The word *disappointed* furnishes a good illustration of the type of word whose greatest spelling difficulty is removed by a little study of its prefix.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

If the pupil thinks of this word as *dis* (not) and *appointed*, he can't fail to see that it must be spelled with *one s*. See EXERCISE III in the Appendix to this Manual.

Assign for Independent Review: invitation (475), injury (888), poultice (887), pneumonia, temperature, occasionally (861), typhoid, disease (877), badly injured (888)

Lesson 896

Teach: av e nue, paved, cor rect
(ăv'ê-nū) (pāvd) (kô-rěkt')

See § 46, Chapter IV.

Assign for Independent Review: lane, address (475), polite, manners (538), street (408), much, obliged, the capital (889) city (232) of the state, Yours respectfully (651), Sincerely (651) yours

From time to time, show the members of the class letters written by or received by members of the group, which are notable for their good general appearance, for proper capitalization, punctuation, and division of words at the ends of lines, and for correct spelling.

Lesson 897

Teach: dec o rat ed, chi na, can dles, ar ranged
(děk'ô-rāt-ěd) (chī'ná) (kăn'dlɜ) (ă-rānjd')

See § 22, Chapter IV.

Assign for Independent Review: tumblers, glasses, lighted (611), center (654), silver (282), platter, spread (626), before (194) the guests (890) arrived (890)

Lesson 898

Teach: wel come, gifts, fa vors
(wěł'kŭm) (gŭfts) (fă'vērɜ)

Assign for Independent Review: dancing, played (384), giving (537), coming (107), early (246), birthday (354), celebrate (686), already, there

Lesson 899

Teach: per fume
(pŭr'fŭm)

See § 13, § 14, Chapter IV.

âte, senâte, râre, căt, locăl, făr, âsk, pârado; scêne, êvent, êdge, novêl, refêr; rîght, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bŭrn, cŭt, focŭs, menŭ;

Assign for Independent Review: blossoms (893), geraniums (893), beautiful (422), bouquet, bunch, bloom, odor (891), flavor (891). We appreciate (894) your invitation

Lesson 900

Teach: des sert, at tend ed
(dĕ-zûrt') (ă-tĕnd'ĕd)

Have *dessert* written in several sentences: *We had ice cream for **dessert**;*
*Let us bake an apple pie for **dessert**.*

Assign for Independent Review: pudding (588), turkey (140), salad (892), sandwich (892), apples (109), currant (892), jelly, friends, number, picture (133), dressed (452) in their best, attended his party

This lesson marks the completion of another half year's work. If by reason of a long school year, you should have some time left before the close of the semester, it may well be given to a comprehensive review of the most difficult words studied during the year. Special attention should be given to words in the spelling pockets of pupils and to the teacher's list of "spelling demons". (See § 42, § 43, Chapter IV.)

Lesson 901

Teach: larg est, fin est, feast
(lăř'ĕst) (fĭn'ĕst) (fĕst)

See *Suggested Lesson Plan F*, page 252. See also § 1, Chapter IV.

Assign for Independent Review: offered, every (132), truly (438), while (411) they were (205) having (180), I wonder (515) whether (488)

These letters need not be written during a class period. They should be examined critically and, if necessary, rewritten, so as to be not only appropriate in sentiment but correct in form; that is, correct in spelling, punctuation, capitalization, and the division of words when necessary at the end of a line.

Lesson 902

Teach: cru el, ter ri ble, aw ful ly
(krōō'ĕl) (tĕr'i-bl) (ô'fōōl-i)

Devote a few minutes' time to an informal discussion with the class, of the importance of a good method for study and review. Refer again to page 64 in their spelling books.

See *Suggested Lesson Plan F*, page 252.

bōōt, fōōt; found; boil; funtion; chase; good; joy; the, thiek; hw=wh as in when; zh=z as in azure; kh=ch as in loch. See *pronunciation key* in Appendix.

Assign for Independent Review: wicked (693), tumbled (501), whipped (497), disappointed (895), altogether (731), useless, because, gaining strength (895), began (97) again (203)

Lesson 903

Teach: con tract, bar gain, par al lel, stock, share
(kŏn-trăkt) (băr'gĕn) (păr'ă-lĕl) (stŏk) (shâr)

See *Suggested Lesson Plan F*, page 252.

Insist on distinct enunciation of sound of final *t* in *contract*.

Assign for Independent Review: parallel avenues (896), quite right, correct report, which cities (889), until to-day, welcome gifts (898)

Lesson 904

Teach: sur round, sur ren der, mys te ri ous, dis ap pear
(sŭ-round') (sŭ-rĕn'dĕr) (mĭs-tĕ'rĭ-ŭs) (dĭs'ă-pĕr')

See *Suggested Lesson Plan F*, page 252.

(On the assumption that the teacher has become thoroughly familiar with *Suggested Lesson Plan F*, less frequent reference will be made to it hereafter.)

See EXERCISE VIII in the Appendix to this Manual.

Assign for Independent Review: captain (815), military, salute, photograph (894), application (895), collection, candle (897), sword (831), struck (501)

Lesson 905

Have each of three pupils chosen at random from the class, explain quite in detail how they will study the words *receipt* and *carrots*. Compare the merits of these plans with the merits of the plan outlined on page 64. Then call on three other pupils each to explain quite in detail his or her procedure in reviewing *terrible*, *contract*, and *disappear*. Compare the merits of these plans with the merits of the plan outlined on page 64.

Lesson 906

Teach: prof it, loss, trust
(prŏf'ĭt) (lŏs) (trŭst)

Assign for Independent Review: favor (906), smaller, shorter, borrowed (378), cruel (902), terrible (902), shock, worried (775), danger, sudden (772)

ăte, senăte, răre, căt, locăl, făr, ásk, párade; seêne, évent, ědge, novĕl, refĕr; rĭght, sĭn; cŏld, ōbey, cŏrd, stŏp, cŏmpare; ŭnit, ŭnite, búrn, cút, focús, menű;

Lesson 907

Teach: an nu al, signed, sig na ture, re ceipt
(ăn'û-âl) (sînd) (sig'nâ-tûr) (rê-sêt')

See § 50, Chapter IV.

Assign for Independent Review: writing (287), erased (282), important (836), attended (900), contract (903) amount, figures, allowed (334) to remain (476), accept (676) your offer

Lesson 908

Teach: car rots, cheap
(kăr'ûts) (chêp)

Assign for Independent Review: parsnips (716), licorice (884), lettuce (572), cabbage (428), feast (573), dessert (900), fruit (307), holiday (372), decorate, arrange (897), raising (573) radishes (597), planted a garden

See EXERCISE IV in the Appendix to this Manual.

Lesson 909

Teach: poi son, poi soned, groan
(poi'zn) (poi'znd) (grôn)

See § 11, § 12, Chapter IV.

Assign for Independent Review: bullet (563), surround, surrendered, diseased (877), pneumonia, typhoid (877), speak (544), lungs, tongue (758)

Lesson 910

Teach: debt, owe, rent, rent er
(dêť) (ô) (rênt) (rênt'êr)

See *Suggested Lesson Plan F*, page 252.

See § 25, Chapter IV.

Assign for Independent Review: lie (374), lied (374), note, signed (907), receipt (907), written (343), lawyer, judge

Lesson 911

Teach: tel e graph, type writ er
(têl'ê-gráf) (tîp'rît'êr)

Assign for Independent Review: telephone (412), parallel (903), columns (645), telegram, arrived (890), guests, disappoint, signature, mysterious (904), disappear (904)

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Read pages 27 to 29 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 912

Teach: in ter est, bal ance, ac count, cash, cred it
(in'tēr-ěst) (băl'ăns) (ă-kount') (kăsh) (krəd'it)

See § 33, § 34, § 36, § 37, § 38, Chapter IV.

Assign for Independent Review: annual, contract (903), profit (906) and loss, banking, business, cash or credit, share of stock, terms (540)

Lesson 913

Teach: fer tile, ag ri cul ture
(fēr'til) (ăg'ri-kŭl'tŭr)

Assign for Independent Review: fields (443), section, finest, largest, figures (464), colonies (648), orchards (675), products, tobacco (799), photograph, nature, cereals (703), wheat (703), starch

Lesson 914

Teach: ten der, healed, re lieved
(tĕn'dēr) (hĕld) (rĕ-lĕvd')

See § 32, § 42, Chapter IV.

Assign for Independent Review: tough (875), strength (895), necessary (820), wherever, trust, spend (708), almost (115), fastened (404), covered (294), believed (374)

Lesson 915

Teach: purse, af ford
(pŭrs) (ă-fōrd')

See § 13, § 14, Chapter IV.

Assign for Independent Review: umbrella (461), couldn't (381), candle (897), scales, weighed eight (348) ounces (884), seems (520), cheap, though (469), truly, seemed (462) too (365) heavy (397)

Inspect the lists in the pupils' spelling pockets. See § 42, § 43, Chapter IV.

Lesson 916

Teach: brake man, en gi neer, ex press
(brāk'măn) (ĕn'jĭ-nĕr') (ĕks-prĕs')

Assign for Independent Review: excursion, accident (878), platform, station, telegraph (911), telegram, freight (592), depot (592), deliver

ăte, senăte, răre, căt, locăl, făr, âsk, párade; scĕne, ĕvent, ědge, novĕl, refĕr;
rĭght, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ũnit, ũnite, búrn, cŭt, focŭs, menŭ;

Lesson 917

Teach: a re a, se cret, at tempt
(ā'rē-ā) (sē'krēt) (ǎ-tēmt')

Give special drill on correct pronunciation of *secret*.

Assign for Independent Review: acres (483), agriculture, fertile (913), geography (471), debt (910), owe, credit, interest (912), balance (912), account (912)

Lesson 918

Teach: tor ture, a buse, cap tured
(tôr'tûr) (ā-bûs') (kăp'tûrd')

Assign for Independent Review: worked, lacked, wanted, cruel, terrible, fierce (481), surround, poisoned (909), groaned (909), drowned (618)

Lesson 919

Teach: ear riage, var nished, re paired
(kăr'ij) (vär'nisht) (rē-pârd')

Have pupils write: *My father's carriage has been repaired and varnished.*

Assign for Independent Review: wagon, faster, fastest (346), painted (373), post office (438), typewriter, improved (882), separated (416), scratched (563)

Lesson 920

Teach: threat, threat en, a larmed, in tend ed
(thrēt) (thrēt'n) (ā-lärmd') (in-tēnd'ēd)

See *Suggested Lesson Plan F*, page 252.

See § 49, Chapter IV.

Assign for Independent Review: bargain (903), benefit (882), further (469), toward (499), injured (888), tender, healed (914), relieved (914), decided, finally, touched (625), instead (469)

Lesson 921

Teach: ship ping, charge, col lect, a gent, cash ier
(shîp'ing) (chärj) (kô-lēkt') (ā'jēnt) (kăsh-ēr')

Have all of these words written in sentences.

Assign for Independent Review: shipped, express, came by mail (103), correct, clerk (604), grocery, on the right (185) track

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Pupils can be, and usually are, very helpful to one another in drill and review and in testing on individual words, if they are encouraged to help one another and if they are commended for so doing.

Lesson 922

Teach: to tal. en closed
(tō'tāl) (ēn-klōzd')

See § 39, § 40, § 41, Chapter IV.

Assign for Independent Review: total loss, receipt enclosed, attended to business (414), here (193) and there, had to pay the price (415), real load, too great (313), broke away, annually, October (449), August (449), February (449)

The question at the bottom of page 97 in the spelling book may refer to days of the week and months of the year, or other groups. (See page 62 in the textbook.)

Lesson 923

Teach: seek, flee, crept, fled
(sēk) (flē) (krēpt) (flēd)

See § 11, § 12, Chapter IV before teaching *flee*. Have it written in a sentence: *People generally flee from danger.* Give special drill on correct pronunciation of *crept*.

Assign for Independent Review: sailor (800), water (291), secret (917), attempt (917), deserted (681), to-night (411)

Lesson 924

Teach: chauffeur, driven, cranked
(shō'fūr') (driv'n) (krānkt)

See § 22, Chapter IV.

Assign for Independent Review: automobile (412), gasoline (767), kerosene (829), electric, brakeman (916), engineer, overalls, carriage (919), varnished, driving

Lesson 925

Teach: vessel, crew, com merce, com pass
(vēs'sel) (krōō) (kōm'ers) (kūm'pās)

Assign for Independent Review: threat (920), threaten (920), shipped, charged, collected (921), useful (493), guided (568), repaired (919)

âte, senâte, râre, căt, locăl, făr, âsk, pârade; seêne, êvent, êdge, novêl, refêr; right, sîn; cōld, ôbey, cōrd, stôp, cōmpare; ûnit, ûnite, bûrn, cût, focûs, menû;

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 926

Teach: north west, south ern, Eng lish, Eu rope
(north"west') (sūth'ērn) (in'glīsh) (ū'rūp)

Assign for Independent Review: agriculture, scenery (865), appreciate (894), people (149), world (407), colors (306), photographs (894), composition, disappeared

Lesson 927

Teach: risk, risked, stead y, nerve
(rīsk) (rīskt) (stēd'y) (nūrv)

Assign for Independent Review: captured, tortured, abused, alarmed, buried (732), intended, interest (912), balance (912), account (912)

Lesson 928

Teach: treas ure, jew els, pre cious
(trēzh'ūr) (jū'ēlz) (prēsh'ūs)

See § 30, § 31, § 32, Chapter IV.

Assign for Independent Review: searched (823), child (156), Christmas (162), thrown (878) around (183), gifts (898), sled (161), slide, perfume (899), articles, enclosed (922), won't (293) break (321), wearing (181) their oldest clothes

Lesson 929

Teach: en e my, en e mies, spy, raid, bur y
(ēn'ē-mī) (ēn'ē-mīz) (spī) (rād) (bēr'y)

See § 11, § 12, Chapter IV.

Assign for Independent Review: cruel (902), terrible (902), dangerous (458), mysterious (904), navy (818), ship, sink, ocean (454), sea (376), rough (768), awfully

Lesson 930

Assign pupils in pairs to test each other on their lists of hard words chosen from pages 96, 97, 98 and 99. Words which are misspelled should be entered again on the individual spelling pocket lists of the pupils who misspelled them, for further study.

bōōt, fōōt; found; boil; funtion; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See pronunciation key in Appendix.

Lesson 931

Teach: at tack, de feat, at tacked, re treat ed
(ă-tăk') (dē-fēt') (ă-tăkt') (rē-trēt'éd)

See *Suggested Lesson Plan F*, page 252.

Emphasize especially the correct pronunciation of *attacked*. Most misspellings of this word are the direct result of mispronunciation. See § 13, § 14, Chapter IV.

Assign for Independent Review: surround (904), surrendered (904), discovered (664), seek, fled, crept (923), vessel, commerce (925), compass, pointing (511) his finger

Lesson 932

Teach: beach, foam, re moved, re bel, re venge, re bel lion
(bēch) (fōm) (rē-mōōvd') (rē-bēl') (rē-vēnj') (rē-bēl'yūn)

Associate *beach* with *sea*. Call attention to the fact that there is an *ea* in each word.

Assign for Independent Review: shoulders (742), sleeves, barefooted, crew, risked, threaten (920), riding (189) at anchor (794), in the harbor (794), a cave among (244) the rocks

Lesson 933

Teach: broad, space, snatched, cer tain, hid den, no where, sort, for ward
(brōd) (spās) (snăcht) (sūr'tin) (hīd'n) (nō'hwār) (sōrt) (fōr'wērd)

See § 29, Chapter IV.

Assign for Independent Review: secret (917), attempt (917), leaned (492) forward, steady (927) nerve (927), snatched up his gun (88), made certain, hidden treasure (928), nowhere to be found (143), what sort of scheme

Lesson 934

Teach: ni rate, trad er, set tler, rock y, chests
(pī'rāt) (trād'ēr) (sēt'lēr) (rōk'y) (chēstz)

See § 25, Chapter IV.

Assign for Independent Review: coast (718), no one else (422) knew (337), threw (376) them into (294) the hole, What do you suppose (555) the chests contain (826)?

In company with the class, look back over the words and phrases of the preceding ten lessons. Ask the pupils to select any words which will help to tell the story suggested by the picture on page 101 in the text.

ăte, senăte, răre, căt, locăl, făr, âsk, párade; scēne, évent, ědge, novĕl, refĕr;
ríght, sín; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, búrn, cút, focūs, menū;

Lesson 935

Teach: ped dler, med dle, lame
(pěd'lēr) (měd'l) (lām)

Call attention to the fact that *peddler* is *peddle* with an *r* added.

Have pupils write: *The United States does not meddle in the internal affairs of other nations.* The teacher should write the word *internal* on the blackboard so that it may be copied.

Assign for Independent Review: kitchen (355), restaurant (886), cashier (921), a new (225) purse (915), stiff, seek, flee (923), limp, carriage (919), chauffeur (924), driven, a cheap knife (349)

Lesson 936

Teach: fu ner al, cof fin, grief, grieve
(fū'nēr-āl) (kōf'in) (grēf) (grēv)

Pronounce *funeral* very slowly. Most misspellings of this word are probably due to mispronunciation.

Assign for Independent Review: typhoid (877), pneumonia (877), attack (931), bury (929), loss, debt (910), alarmed, shared, relieved (914)

Lesson 937

Teach: oys ter, par rot, os trich, male
(ois'tēr) (pār'ūt) (ōs'trich) (māl)

Assign for Independent Review: canary (735), hidden (933), enemy (929), jewels (928), precious (928), pearls (744), Europe (926), English (926), southern (926)

See pages 4, 5, 6 and 8 in this Manual. Read pages 4 and 5 to the class and impress upon their minds that while one's writing vocabulary is naturally the most limited of his vocabularies, it can and ought to be developed and expanded to a considerable degree.

Lesson 938

Teach: car pen ter, tools, planed, plank
(kār'pēn-tēr) (tōōlz) (plānd) (plānk)

Assign for Independent Review: sawed the lumber, rotten boards, closed the windows, shingled our roof, cellar (394) stairs (489), attic (688) to basement

bōōt, fōōt; found; boil; funtion; chāse; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

There can be no ultimate success in spelling instruction without the active coöperation of the learner. Strive above all else, to develop in each pupil an active interest in his own progress in spelling.

Lesson 939

Teach: ninth, nine ty, mil lion
(nīnth) (nīn'tī) (mīl'yūn)

See § 34, Chapter IV.

Assign for Independent Review: defeat (931), retreat (931), settlers (934), foreign (759), commerce, space, broad (933), beach (932), foam

Lesson 940

Teach: mean ness, grudge, pre tend
(mēn'nēs) (grūj) (prē-tēnd')

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: attacked (931), removed, enclosed (922), certain (933), afford (915), no one, express, enemies (929), respect

Lesson 941

Teach: ditch, drain, drain age, drained
(dīch) (drān) (drān'āj) (drānd)

Assign for Independent Review: rocky, earth (407), agriculture, superintendent (835), nowhere, between (362), total (922) area, fertile (913) soil

Lesson 942

Teach: al co hol, liq uor, wine, stum bled, stag gered
(āl'kō-hōl) (lik'ēr) (wīn) (stūm'bld) (stāg'ērd)

Have pupils write: *Alcohol is a poisonous liquor.*

Assign for Independent Review: poison (909), funeral (936), coffin, beer (613), drank, forward (933), pirate (934), ghost (568)

Lesson 943

Teach: met al, steel, wrench, pin cers
(mēt'āl) (stēl) (rēnch) (pīn'sērz)

Have pupils write: *The monkey wrench and pincers are tools made of steel.*

Assign for Independent Review: chest, tools, owner, carpenter, peddler (935), engineer, boards, planed (938), sorted, a loose screw, an iron rod

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 944

Teach: ref er ence, sense, force, hab it
(rěf'ēr-ěns) (sěns) (fōrs) (hăb'it)

Give special drill on correct pronunciation of *reference*.

Assign for Independent Review: common (591) sense, a yard of cloth, parallel (903) lines, receipt (907), account (912), force of habit, attended (900) to business (414), steady (927) nerve

Always be sure to allow pupils time to carefully look over their written work before handing it in.

Lesson 945

Teach: a pol o gy, a pol o gize, so ber, firm
(ă-pŏl'ô-jī) (ă-pŏl'ô-jīz) (sŏ'bēr) (fîrm)

See § 23, § 24, Chapter IV.

Assign for Independent Review: obedient, sincere (633), grief (936), grieved (936), disappointed (895), occasionally (861), advertisement (863), pronounced (471), rebelled (932), revenge, capture, torture

Lesson 946

Teach: ba sin, tile, toi let, sew er
(bă'sn) (tīl) (toi'lět) (sū'ēr)

Assign for Independent Review: shelf, broken, using, repaired (919), ditch, drain, eaves (688), leak, corner (215), chimney (345), furnace (489), warmed

Lesson 947

Assign for Independent Review: meanness, grudge (940), usually (861), thirsty (685), pretend, certainly (861), juice (705), odor (891), sour (624), gallon (593), alcohol (942), liquor (942), handful (487), hailed, second (540), doing (192), maybe (379), to-day (260)

See § 30, § 31, § 32, Chapter IV.

Lesson 948

Teach: draw ers, screen
(drô'ērz) (skrēn)

Have pupils write: *The fly screen is a kind of health insurance.*

Assign for Independent Review: bureau (701), ceiling (489), door (159), curtain (514), parlor (513) furniture (578), metal, steel (943), copper (781), porch, sash, fence (315), front (351), strong and sound

bŏt, fŏt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Testing spelling is not teaching spelling. Testing may reveal the need for study or for instruction, but it is no substitute for either study or instruction.

Lesson 949

Teach: there fore, an y how
(thár'fōr) (ěn'í-hou)

Assign for Independent Review: reference (944), application (895), treasure, millions (939), good, sense (944), main (681), force (944), southern, capital, apology, apologize (945)

Lesson 950

Teach: i cy, i ci cle
(í'sí) (í'sí-kl)

Suggested association: Johnny said he couldn't spell *icicle*. His teacher said, "Don't you see, *ic-ic-*", and before she had finished he said, "Oh, yes, *I see I see*" and the class laughed and remembered the joke and the way to spell the word.

See *Suggested Lesson Plan F*, page 252.

Assign for Independent Review: thawing, blizzard (713), blown (713), thermometer (707), chilly (713), snowed, drifted, firm, slippery (508), winter (217), white (199), frozen (325), zero

Direct the discussion in class to a serious consideration of the answers to the questions at the bottom of page 106 in their spelling books.

Lesson 951

Teach: pa pered, pa per ing, plas ter ing, mor tar, ce ment
(pā'pērd) (pā'pēr-ing) (plās'tēr-ing) (môr'tēr) (sé-měnt')

Have pupils write: We use *mortar*, *plaster*, and *cement* in building our houses.

Assign for Independent Review: moved (415), moving, outside, raised, nailed, loose (509), pincers (943), wrench (943), garage (606), hammer (391), hatchet (391)

Lesson 952

Teach: mir ror, ra zor
(mīr'ēr) (rā'zēr)

Assign for Independent Review: shadow (597), cheeks, forehead (507), whiskers, beard, shaving, basin (946), barber, shaved, soft collar, larger size (597)

ăte, senâte, râtre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 953

Teach: cell, of fi cer, ar rest, mur der
(sĕl) (ôf'Y-sēr) (ă-rĕst) (mûr'dēr)

Have pupils write: *The officer arrested the thief and placed him in a prison cell.*

Assign for Independent Review: jail (561), pirate (934), enemy (929), surrounded, attacked, separated, hidden (933), called (203), helped (216), the whole (521) truth, half (370) way through (344)

Lesson 954

Assign for Independent Review: letting, sooner, sorry, rather (463), cheap, busy (168), doctor (233), therefore (949), somebody, nobody (410), Thursday (303), February (449), anyhow, thirty (377), forty (399), sixty (399), ninety (939), taking (99) a vacation

Lesson 955

Assign for Independent Review: ticket, punched, carriage (919), crossing, arrived (890), trolley (767), fare (477), conductor (480), upon (424), train (274), nickel (277), dime, penny (277), twelve o'clock (363), going (201) from there (122)

See § 30, § 31, § 32, Chapter IV.

Lesson 956

Assign for Independent Review: alcohol, liquor (942), icy, icicle (950), pitcher (653), barrel (429), stumbled, staggered, thousand (565), fourteen (352), surprise (551), pleasant (493), sober, wise, won't, can't (409), act, dare

See § 32, § 42, Chapter IV.

Lesson 957

Teach: trash
(trăsh)

Assign for Independent Review: rubbish, collect (921), peddler (935), beggar (387), waste (797), space, ninth, fourth (445), tools, metal, steel (943), a chest of drawers, among their keys

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 958

Assign for Independent Review: battle, whether, spy, raid, defeated (931), retreated (931), revenge, rebelled (932), powder, cannon (781), murder, punish, true (386) blue (231), won (652) a victory (659)

See § 45, Chapter IV.

Lesson 959

Teach: can **di** date, e lec tion
(kǎn'di-dāt) (ê-lěk'shǔn)

Give special drill on the correct pronunciation of these words. See § 13, § 14, Chapter IV.

Assign for Independent Review: common, sense, office (472), county, weigh (751), weight (751), officer, arrest, apology, certain. He looked up the references. No one knew.

Lesson 960

Teach: doubt, doubt ful, mis take, mis tak en, past
(dout) (dout'fōol) (mīs-tāk') (mīs-tāk'n) (pāst)

See *Suggested Lesson Plan F*, page 252.

See § 25, Chapter IV.

Assign for Independent Review: wandered (695) off (347), hurried (553) past, stopped (308) to look, needed (242) patching (273), bare knees (315), too tired (327), a good friend (351) to all children (156)

Lesson 961

Teach: ad vise, aid, as sist, pale
(ād-vīz') (ād) (ā-sīst') (pāl)

Have pupils write: *The Indians used to call the white man "Pale face."*

Assign for Independent Review: police, post, lamp, which, face, reply, please (128), maybe (379), hours (362), months (449), whose

Lesson 962

Teach: badge, safe ty
(bāj) (sāf'ti)

See § 22, Chapter IV.

Assign for Independent Review: pitied, tender, honest (544), grief (936), grieve (936), tears (409), guard (816), stayed (478), kindest, poorest (670), ragged (705)

âte, senâte, râtre, căt, locâl, făr, âsk, pârade; seêne, êvent, êdge, novêl, refêr; rîght, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Lesson 963

Teach: wor ry, cheer, it's
(wûr'î) (chêr) (îts)

Assign for Independent Review: Don't worry, Cheer up, have (243) to come (126), used (380) to know, never before (194) had seen (316), It's (963) all right. Come over here.

Lesson 964

This story suggested in Lesson 964 may be real or imaginary. Let it be understood that the best written of these stories will be read to the class, if it is free from mistakes in spelling. Always commend all pupils who make a perfect score in spelling in such exercises as these.

Lesson 965

Teach: com mit tee, chair man, bal lot, e lect
(kô-mîtt'ê) (châr'mân) (băl'ût) (ê-lêkt')

See § 33, § 34, § 36, § 37, § 38, Chapter IV.

Assign for Independent Review: either (359), neither (359), whether (488), until (411) later, election (959), parade (679), celebration, woman (533), women (533), whom, quite (463) easy (251)

Lesson 966

Teach: re hearse, re hears al, re peat, con test
(rê-hûrs') (rê-hûr'săl) (rê-pêt') (kôn'têst')

See § 39, § 40, § 41, Chapter IV.

Assign for Independent Review: doubtful (960), mistaken, quotation, ready (115) to begin, author (640), poem (640), scene, talking, dream (413), meant (512), guess (432) which (223) one

Lesson 967

Teach: po si tion
(pô-zîsh'ûn)

Assign for Independent Review: succeeded (633), because (210), assist, to write a letter (343), stingy (670), mean, worst (554), applied (887), writing (287), won't (293) give a cent (268)

See Appendix for drill exercises on the use of the dictionary as a reference manual on pronunciation and spelling of words which the individual may need to learn to write.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 968

Teach: er ror
(ər'ər)

Assign for Independent Review: worry, force (944), habit, aid, advise (961), assist (961), good-by (386), mistakes, perfect (717), saucy (775), naughty (320), badge (962), safety (962), arrest, fine (119)

Lesson 969

Assign for Independent Review: basin, broad (933), drainage, sewer (946), digging (394), whose (523), knives (353), these (318), same, others (251), mirror (952), razor (952), owned, traded (513), scarce (817)

See § 23, § 24, § 27, § 28, Chapter IV.

Lesson 970

Teach: na tion, na tion al, in de pend ent, in de pend ence
(nā'shŭn) (nāsh'ŭn-āl) (in'dē-pēn'dēnt) (in'dē-pēn'dēns)

Special drill on correct pronunciation of *independent* and *independence*.

Assign for Independent Review: candidate (959), chairman, committee (965), officers, elected (965), cheered (963), president (649), Tuesday (301), successful (827)

See *Correcting Habits of Faulty Spelling*, page 13.

Lesson 971

Teach: al to, so pra no, so lo, du et, mu si cian
(āl'tō) (sō-prā'nō) (sō'lō) (dū'ēt) (mŭ-zīsh'ān)

See *Suggested Lesson Plan F*, page 252.

The word *musician* is a very troublesome one. Give it oral attention and emphasis in visualization.

Assign for Independent Review: appreciate (894), rehearsed (966), repeated, worshipped, chorus (639), voices (370), sound, sense (944), rehearsal (966), program, important (836)

Lesson 972

Teach: grad u ate, pro mo tion, ex pel, ex pelled, ap ply
(grād'ū-āt) (prō-mō'shŭn) (ēks-pēl') (ēks-pēld') (ā-plī')

Assign for Independent Review: guests (890), notion, disappeared (904), mysterious (904), error, older, apply for (268) the position, don't (395) doubt (960), felt certain (933), was given (511) a reference (944)

âte, senâte, râtre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, cöld, stöp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 973

Assign for Independent Review: Dear Sir, My dear Uncle (220), shall (380) be there, Mr. and Mrs., too (365) busy to write (237), Your loving son (804), sincerely (651), Truly, (438) yours (438), respectfully, reply, nephew (737), niece (737), wrote (476)

Ask each pupil to write a good short letter using such words and phrases from this list as may be helpful in expressing his or her thoughts. Request them to give special attention to capitalization, punctuation, and spelling.

Lesson 974

Teach: air plane, a vi a tor, plunged, looped
(âr'plân") (ā'vī-ā'tēr) (plŭngd) (lōopt)

See § 49, Chapter IV.

Assign for Independent Review: parallel (903), usually, anxious (812), straight (405), ahead (145), attacked (931), flying, balloon (562), trouble (663), grew (340) pale (961), climbed (625) forward (933)

Lesson 975

Assign for Independent Review: fair (430), weather (616), clear (424), bright (185), shines, rainbow, mortar (951), plaster, cement (951), basin (946), screen (948), coarse (842), sow (571), seeds, sprout, stalk, weeds, wheat

See § 34, Chapter IV.

Lesson 976

Assign for Independent Review: nation, national, government (649), independent (970), everybody (364), listened (283), remembered, assistance (863), explanation, difference (435), governor (649), direction, measured, We usually (861) trust those (513) whom we know (124).

Lesson 977

Teach: dem o crat, re pub li can, sen a tor, so cial ist
(dēm'ō-krāt) (rē-pŭb'lt-kân) (sĕn'ā-tēr) (sō'shāl-ist)

Provide special drill on the distinct enunciation of the sound of *a* in *senator*.

Assign for Independent Review: apply, voted, says (323), election (959), ballot (965), expelled (972), court, mention, judge (846), elected (965) their (318) candidate

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 978

Teach: dive, swim ming, swam
(dīv) (swīm'ing) (swām)

See § 44, Chapter IV.

Assign for Independent Review: across (191), again, lame, both (218), contest, possible (858), easiest (843), excellent (827), until (411), since (463), began (97), begun

Lesson 979

Assign for Independent Review: chauffeur (924), crank, absence (812), graduated, musician (971), agriculture, committee, promotion, independence (970), photograph (894), alcohol (942), cream (413), upset, spilled, stirred (772)

See Appendix to this Manual for exercises in the use of the dictionary as a manual of correct pronunciation.

Lesson 980

Teach: cur rent, swift, shallow
(kūr'ēt) (swift) (shāl'ō)

See *Suggested Lesson Plan F*, page 252.

Have pupils write: *Our boat was carried swiftly down the **current**.* See § 11, Chapter IV.

Assign for Independent Review: stream (778), hook, bait (421), airplane, aviator (974), source (690), valley (689), rode (437) a pony (495), once (211) upon (424) a time, wished that he could swim

Lesson 981

Assign for Independent Review: nose, arms, wrist (507), elbow (742), toes, knuckles (567), ate (235), grapes (299), sugar (579), syrup (579), oranges (303), juicy (321), picnic (620), lemons (307), melon (574), every (132), piece (141), eaten

See § 30, § 31, § 32, Chapter IV.

Lesson 982

Assign for Independent Review: cashier (921), commerce (925), national, treasure, precious (928), capital (889), foreign (759), shipped, charged, receipt (907), collected (921), Europe (926), southern (926), articles (831), visitor

ăte, senăte, răre, căt, locăł, făr, âsk, părăde; scēne, ēvent, ědge, nověl, refēr;
rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 983

Teach: shouted, shrieked, div ing, hur rah
(shout'éd) (shrékt) (dív'ing) (hōō-rā')

See § 46, Chapter IV.

Assign for Independent Review: swam, through the waves, hailed (509), shown (671), cheered (963), bathing, healthy, plain (669) to be seen (316), swimming (978) hole

Lesson 984

Teach: nat u ral, sport, creek
(năt'yōō-răl) (spōrt) (krēk)

Have pupils write: *The old swimming hole was located at the bend in the creek.*

Assign for Independent Review: pool, clean (225), under (106), real, health (819), ought, flood, chief (667), cause (662)

Lesson 985

Teach: live ly, rap id, peb bles, rip ples
(liv'li) (răp'id) (pēb'lz) (rĭp'lz)

See § 32, § 42, Chapter IV.

Assign for Independent Review: current (980), shallow, flows, pleasure, favorite (675), although (731), hoping, pleased, dancing

Make it clear to each pupil that his most important spelling problem is to master the words in his spelling pocket. These represent his own individual difficulties. They are therefore his personal "spelling problems".

Lesson 986

Teach: leaped, plung ing
(lēpt) (plŭnj'ing)

Assign for Independent Review: helped, allowed (334) to go, plunged, risked, prepared (708), dried their clothes (389)

Give pupils ample time to look over their stories before handing them in. Ask every pupil to take special pride in making his or her last story for the year or term, letter-perfect in spelling.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 987

Assign for Independent Review: candidate (959), committee (965), senator (977), republican, democrat, socialist (977), independent (970), industrious, importance (836), disappeared (904), wonderful (827), musician (971), graduated, machinery (844), temperature (882), September

See § 30, § 31, § 32, Chapter IV.

Lesson 988

Assign for Independent Review: fine, most, does (146), just (209), gives (128), any (239), they (146), sure (289), said (207), with (106), life, list, laid (298), ache (327), knot (393), quit

Lesson 989

Assign for Independent Review: airplane, aviator (974), already (244), finally (599), umpire (654), compare, hurrah, shrieked (983), thunder, roared, natural, noticed (664), between (362), thought (341), through (344), vacation

Lesson 990

If by reason of a long school year you should have some time left before the close of the semester, it may well be given to a comprehensive review of all the hard words on pages 121, 122 and 123 in the spelling books. (The lists on page 124 are reference lists.) The class may be organized into competing teams or sections, with written tests each day on a given column or columns of words. Words should be pronounced in sentences but not necessarily written in sentences. All words misspelled in any of these tests should be placed on a special list for a final contest between teams or sections, the aim being to make this final contest one in which "both sides win" by making a perfect score.

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, êvent, êdge, novêl, refêr; rîght, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, búrn, cût, focûs, menü; bôot, fôot; found; boil; functîon; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Review List

- | | | | |
|---------------------|--------------------|-------------------|--------------------|
| absence (812) | built (254) | don't (394) | injured (888) |
| accept (676) | bureau (701) | doubtful (960) | inquire (841) |
| accident (858) | buried (732) | earned | instead (469) |
| account (912) | business (414) | earth (407) | interest (912) |
| ache (327) | busy (168) | easier (843) | isn't (395) |
| action | candidate (959) | either (359) | jealous (856) |
| address (475) | can't (409) | elected (965) | journey (814) |
| advertisement (863) | capital (889) | election (959) | judge (846) |
| advice (869) | captain (815) | enclosed (922) | kerosene (829) |
| advise (961) | carriage (919) | enemy (929) | knew (337) |
| afford (915) | catalog | engine (401) | know (124) |
| afraid (294) | caught | enough (366) | lawyer |
| again (203) | ceiling (489) | every (132) | living |
| agriculture (913) | cement (951) | excellent (827) | loss |
| airplane | certain (933) | excursion | machinery (844) |
| alcohol (942) | chauffeur (979) | excused (283) | material |
| allowed (334) | cheap | exercise (717) | maybe (379) |
| all right (673) | chief (667) | explored | meant (512) |
| almost (115) | choose | express | mentioned (841) |
| already (244) | cities (889) | factory (839) | metal |
| although (731) | clothes (389) | farther (288) | minutes (402) |
| always (193) | coarse (842) | February (449) | mischief (838) |
| among (244) | collar (498) | fertile (913) | motion |
| annually | collect (921) | finally (599) | motor (767) |
| answered (290) | color (306) | foreign (759) | mountain (473) |
| anxious (812) | coming (107) | forty (399) | muscles (758) |
| apologize (945) | commerce (925) | fourth (445) | mysterious (904) |
| application (895) | committee (965) | friend (351) | national |
| appreciate (894) | compare | funeral (936) | natural |
| arranged (897) | contained | gasoline (767) | necessary (820) |
| arrested | contract (903) | gather (764) | neighbors (449) |
| arrived (890) | conversation | geography (471) | no one |
| articles (831) | correct | gifts (898) | occasionally (861) |
| assistance (863) | cotton (591) | government (649) | officer |
| attacked (931) | countries (648) | graduated | parallel (903) |
| attempted (917) | cough (522) | grammar (638) | peddler (935) |
| attended (900) | credit | group (848) | people (149) |
| audience | cruel (902) | guard (816) | perfect (717) |
| August (449) | curtain (514) | guess (432) | photograph (894) |
| author (640) | damage | guest (890) | pieces (141) |
| avenue (896) | decided | half (370) | pleasant (493) |
| aviator (974) | defeated (931) | health (819) | pneumonia (878) |
| bargain (903) | description (855) | heard (309) | position |
| basin (946) | determined | here (193) | possible (858) |
| because (210) | direction (594) | hoarse (522) | prairie (669) |
| beefsteak (703) | disappeared (904) | horse (419) | prepared (708) |
| beginning (272) | disappointed (895) | ignorant | program |
| believed (374) | discovered | illustrated | raised |
| benefited (882) | disease (877) | important (836) | receipt (907) |
| bouquet (769) | distance (865) | independent (970) | received (475) |
| break (321) | doctor (233) | industrious | reference (944) |
| broad | does (146) | information | repaired (919) |

respectfully (651)	some (125)	they (146)	veil (847)
restaurant (886)	southern (926)	threatened (920)	view (665)
rheumatism (871)	special	through (344)	wear (181)
safety (962)	steady (927)	to-morrow (411)	weather (616)
sandwich (892)	stomach (758)	to-night (411)	Wednesday (302)
satisfied	straight (405)	too hot (365)	went
scarce (817)	strength (895)	trouble (663)	where (122)
scenery (865)	stylish	trousers (832)	whether (488)
searched (823)	successful (827)	truly (438)	which (223)
secret (917)	superintendent (835)	Tuesday (301)	whole (521)
secretary (835)	supply (817)	typewriter	woman (533)
seems (520)	surrounded	typhoid (877)	women (533)
senator (977)	tear (409)	umbrella (461)	wonderful (827)
sense (944)	telegraph (911)	until (411)	won't (293)
separate (416)	temperature (882)	upon	worse (771)
several (756)	terrible (902)	used (375)	would (198)
should (196)	their (122)	used to (380)	write (237)
signature (907)	there (318)	using	writing (287)
signed (907)	therefore (949)	usually (861)	

Supplementary List of Words

ban tam (bān'tām)	dai ry ing (dā'ri-īng)	lit ter (līt'ēr)	sheaves (shēvz)
barbed wire (bārbd wīr)	farm ing (fārn'īng)	man ger (mān'jēr)	skim (skīm)
breed (brēd)	fod der (fōd'ēr)	ma nure (mā-nūr')	skimmed (skīmd)
bri ars (brī'ērz)	gran a ry (grān'ā-rī)	mead ow (mēd'ō)	sta ble (stā'bl)
bri dle (brī'dl)	grange (grānj)	mule (mūl)	stall (stōl)
bug gy (būg'ī)	hal ter (hōl'tēr)	neigh ing (nā'īng)	stir rup (stīr'ūp)
calves (kāvz)	har rowed (hār'ōd)	pas ture (pās'tūr)	stump (stūmp)
cat tle (kāt'l)	hatched (hācht)	pigs (pīgz)	swarm (swōrm)
churned (chūrnd)	hay (hā)	pi geons (pīj'ūnz)	this tles (thīs'lz)
colt (kōlt)	heif er (hēf'ēr)	plant er (plān'tēr)	threshed (thrēshd)
cow (kou)	hive (hīv)	ploughed (ploud)	thresh ing (thrēsh'īng)
cream er y (krēm'ēr-ī)	hogs (hōgz)	rye (rī)	tim o thy (tīm'ō-thī)
crop (krōp)	hoof (hōof)	sad dle (sād'l)	trough (trōf)
cul ti vat ing (kūl'tī-vāt-īng)	husked (hūskt)	scythe (sīth)	whin nied (hwīn'īd)
dai ry (dā'ri)	lime (līm)	sep a ra tor (sēp'ā-rā'tēr)	whin ny ing (hwīn'ī-īng)

Additional Supplementary Words

al ka li (āl'kā-lī)	cis tern (sīs'tērñ)	go pher (gō'fēr)	mus tang (mūs'tāng)
bron cho (brōn'kō)	cor ral (kō-rāl')	graz ing (grāz'īng)	stam pede (stām'pēd)
cac tus (kāk'tūs)	coy o te (kī-ō'tē)	ir ri gate (īr'ī-gāt)	
cat tle (kāt'l)	dunes (dūnz)	ir ri ga tion (īr-ī-gā'shūn)	

INTRODUCTION TO SEVENTH YEAR

Below the fifth year, the responsibility for results in spelling, generally speaking, must be carried wholly by the teacher. During the fifth and sixth years, this responsibility may gradually be transferred to the pupils. By the end of the sixth year, each pupil should be able, for the most part, to diagnose his own spelling difficulties; he should have formed the habit of reviewing words with a frequency which corresponds to the degree of their difficulty *for him*; and he should have acquired a method for learning to spell new words as he comes to need them in his writing. In the seventh year and above, the responsibility for results in spelling should be assumed for the most part by each pupil for himself.

This new situation permits and makes advisable a further modification in the spelling lesson procedure. Since the pupil now is or should be self-directive in his study, the lesson procedure may well be (1) a test on words which the pupil has studied independently; (2) class instruction on only those words which have been misspelled by a number of pupils in the test; and (3) assignment of new and review words for independent study.*

Reread letter on page xii.

* See footnote to *Suggested Lesson Plan G*, page 300.

Suggested Lesson Plan G

*(For Seventh Year)**

STEP I. TEST:

Teacher dictates, in phrases or sentences or in a paragraph, **all words of the lesson**, and also any words which have been misspelled by a number of pupils in the test in the preceding lesson.

STEP II. CHECK ERRORS:

Each pupil checks his own paper to discover possible errors. The words of the test may be spelled orally to the class by the teacher or by some pupil whose paper is letterperfect. Each word should be pronounced distinctly and spelled slowly with a slight pause between syllables. Each misspelled word should immediately be obliterated by the pupil and written correctly above the error or on the margin of his paper. (See *Testing Spelling and Checking Errors*, page 205.)

For purposes of review, the teacher should then ascertain what words have been misspelled and ask for a show of hands to indicate the number of pupils who have misspelled each.

STEP III. TREAT ERRORS:

Assign to the pupils concerned, for independent individual study, any word misspelled by only one or two pupils. Each pupil should add to the list which he keeps in his spelling pocket, any word he has misspelled.

* If, in any class of this grade, a majority of the pupils are using the *Spell-to-Write Spelling Books* for the first time, it is suggested that the teacher follow *Suggested Lesson Plan F (for Sixth Year)*, page 252, in teaching the lessons which follow.

Teach any word which has been misspelled by a number of pupils in the test. Any or all of the steps indicated in (1) to (8) below may be taken, if necessary, in teaching a word. Emphasis should vary according to the degree of its difficulty *for these pupils*, as indicated by the test.

(1) Teacher writes the word on the blackboard and then pronounces it distinctly but without exaggeration. The word must not be presented with syllables separated by spaces or hyphens.* Such procedure would tend to give the pupil a faulty impression of the word as a whole.

(2) Pupils pronounce the word correctly several times. The teacher may call upon several pupils in turn and then upon the group in concert.†

(3) Pupils use the word orally in sentences. The teacher may call upon several pupils in turn, until it becomes reasonably certain that all members of the class are familiar with the meaning and use of the word.

(4) Teacher may indicate any troublesome part of the word by tracing it in colored crayon, by underlining it, or by otherwise directing attention to it, *but never by calling attention to any wrong way of spelling it.*

(5) Teacher indicates syllabication of word by pronouncing each syllable and at the same time tracing with pointer an imaginary curved line under it, and then by spelling the word orally; for example, *e—m—e—r—g—e—n—c—y* (pausing briefly at the end of each syllable without pronouncing the syllable). In

* For the convenience of the teacher the new words in each lesson in this Manual are separated into syllables by spaces. They should not, however, be presented in this manner to pupils.

† Concert work is usually neither valuable nor safe unless it is preceded or followed by individual work.

this step the teacher should pronounce the word before and after each spelling.

(6) **Several pupils in turn are called upon to spell the word orally, as in (5) above.**

(7) **The entire class with eyes closed, spell the word orally while each endeavors to picture to himself the word as it appears in written form.** Then each opens his eyes and compares his "picture" with the word as it is written on the blackboard.

(8) **Each pupil writes the word, quietly pronouncing each letter as he writes it, and then compares the word as he has written it with the word as it is spelled on the blackboard or in the book.**

STEP IV. MAKE ASSIGNMENT FOR INDEPENDENT STUDY:

Assign for independent study, the new words, and for independent review, the review words, of the next lesson. Call attention to any particular letter or syllable which may present especial difficulty.

Occasionally call attention to the importance of each pupil's reviewing the words in his spelling pocket, and of keeping this personal list revised.

Encourage pupils to form small study groups to assist one another in improving individual methods of study, to test one another on words listed in spelling pockets, to examine critically written work to be handed in, and to assist one another in all possible ways in order to make perfect scores in spelling tests and in all written work.

Lesson 991

Read INTRODUCTION TO SEVENTH YEAR, page 299.

Devote the first class period to an informal discussion of the importance of having a definite and rational plan for the study and review of spelling words. Give some attention to the *order* of the steps in study and review as suggested on page 2 in the spelling book.

See Step IV, *Suggested Lesson Plan G*, page 302.

In assigning, for independent study and review, the words of the next lesson, call particular attention to the parts marked above with boldface type. Place special emphasis on the correct pronunciation of the syllable *dis* in *disturb*. See § 24, Chapter IV.

Lesson 992

New Words: bur glar, dis turb, dis turbed, pur sued
(bûr'glër) (dîs-tûrb') (dîs-tûrbd') (pûr-sûd')

Review Words: evening (519), revolver, searched (823), guard, quickly, quietly (402), knocked, attacked (931), surround, closet, police, ladder (598)

See *Suggested Lesson Plan G*, page 300.

Suggested dictation: During the *evening* a *burglar* had *disturbed* the peace of the neighborhood. Very *quietly* he had entered the building by means of a *ladder* placed at a window, *attacked* the *guard*, *knocked* him down, and locked him in a *closet*. The *police* were called and very *quickly* surrounded the building. The *burglar* attempted to escape, but was *pursued* by one of the *police* and arrested. When *searched*, he was found to be carrying a *revolver* and a kit of *burglar's* tools.

Lesson 993

New Words: height, eight y, de scend
(hî't) (ā'tî) (dê-sënd')

Review Words: balloon, accident (858), necessary, guide, quite (463), safety (962), distance (865), balanced, repaired (919), alarmed, anchored, touched (625)

See *Suggested Lesson Plan G*, page 300.

Suggested dictation: The *balloon* had been *anchored* for some time at a *height* of *eighty* feet. Upon being released, it sailed off *quite* smoothly for several miles. Suddenly, however, the *guide* became *alarmed* by a steady drift toward the lake, and decided that it was *necessary* to *descend*. In *descending*, however,

âte, senâte, râre, câ't, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû; bôôt, fôôt; found; boil; functîon; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

to a place of *safety*, the *balloon* met with an *accident*, and had to be *repaired* as soon as it *touched* the ground.

Dictate in sentences, any words misspelled in the test of the preceding lesson. See § 32 and § 42, Chapter IV.

Assignment suggestion: Call attention to the correct pronunciation of *interested*.

Lesson 994

New Words: mu se um, ex hib it, spec i men, in ter est ed,
(mû-zē'ûm) (ĕg-zîb'î't) (spēs'î-mĕn) (în'tēr-ēs-tĕd)

Review Words: articles (831), together, everything, explain, described, metal, steel, sword, strange, useless, perfect

See *Suggested Lesson Plan G*, page 300. See also § 25, Chapter IV.

Suggested dictation: We spent yesterday visiting the *museum*. All of us were much *interested* in the *exhibit* of *swords* and of *different articles* of armor. They seemed to be made of other *metals* as well as of *steel*. Some were *perfect*, others almost worn-out. They were all very *strange*, and of course would be quite *useless* now. In an *interesting* way, the guide *described* the bringing *together* of all these *specimens*. He seemed to be quite willing and able to *explain everything* to us.

Dictate, again, in sentences, any words misspelled in the test of the preceding lesson.

Assignment suggestion: The word *seize* is a very troublesome one. Have it written in sentences and give considerable attention to cumulative sensory impressions of it. See § 18, § 19, § 20, § 21, Chapter IV.

Lesson 995

New Words: seize, op por tu ni ty, ex cel
(sēz) (ŏp'ŏr-tû'nî-tî) (ĕk-sĕl')

Review Words: absence (812), pupil, easier (843), careful (496), industrious, promotion, daily, ought, All right (673), Don't (395) waste (797) time

See *Suggested Lesson Plan G*, page 300.

(On the assumption that the teacher has become thoroughly familiar with *Suggested Lesson Plan G*, less frequent reference will be made to it from this point on except at the beginning of the second half of the year's work.

Suggested dictation: If you are an *industrious pupil* you will *seize* every *opportunity* to *excel* in your *daily* work. Unnecessary *absence* from school and

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, êvent, ědge, novĕl, refĕr; right, sîn; cōld, ŏbey, cōrd, stŏp, cŏmpare; ũnit, ũnite, bŭrn, cŭt, focŭs, menŭ;

indifferent work do not merit *promotion* and *ought* not to be tolerated in any school. The pupil whose motives are *all right* will find it *easier* to work than to loaf. "*Don't waste time*" will be his motto.

Dictate, also in sentences, any words misspelled in the test of the preceding lesson.

Assignment suggestion: A number of different sentences should be formed using the word *procession*. Make sure by testing the members of the class on their ability to use the word correctly, that they do not confuse it with any other word.

Lesson 996

New Words: squad, pro ces sion, kha ki
(skwöd) (prö-sësh'ün) (kä'kě)

Review Words: parade, celebrate, wonderful (527), hailed, length, whole (521), avenue (896), greatest, stretched, president (649), welcome, military

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 997

New Words: in i tial, clos ing, mere, mere ly
(ín-ish'ál) (klöz'ing) (mēr) (mēr'li)

Review Words: scribble, scribbled, signature (907), address (475), envelope, invitation, accept (676), sincerely, whether, received (475), wrote (476), enclosed (922)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestions: The misspelling of *athletic* is often due to mispronunciation and the resulting tendency to insert a superfluous *e* between the first and second syllables. See § 14, Chapter IV.

Develop is a type of word in which there is a tendency to add a superfluous letter. This may be prevented by adequate emphasis in oral drill upon the letters which properly form the syllable, in this case the *op*: *d-e-v-e-l-op*.

Lesson 998

New Words: ath let ic, ath let ics, de vel op, es pe cial ly
(ăth-lăt'ík) (ăth-lăt'íks) (dě-vě'l'óp) (ěs-pěsh'ăl-lí)

Review Words: exercise (717), athlete, benefit, muscles (758), strength (895), steady (927), swimming, excellent (827), therefore (949), health, action, indeed

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; **zh** = z as in azure; **kh** = ch as in loch. See *pronunciation key* in Appendix.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: A number of different sentences should be formed using the word *possession*. Make sure, by testing the members of the class on their ability to pronounce and to use the word correctly, that they do not confuse it with any other word.

Lesson 999

New Words: pos ses sion, pa cif ic, pop u la tion
(pō-zěsh'ŭn) (pā-sīf'ik) (pōp'ŭ-lā'shŭn)

Review Words: chief (667), islands (648), fertile (913), commerce (925), colonies, southern, manners (538), agriculture, temperature (882), products, position, important (836)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: Call attention to correct pronunciation of *route*. See § 9, § 10, § 11, § 12, Chapter IV.

Lesson 1000

New Words: voy age, route, a board, pro ceed, grad u al ly, sus pi cious
(voi'āj) (rōot) (ā-bōrd') (prō-sēd') (grād'ŭ-āl-lī) (sŭs-pīsh'ŭs)

Review Words: cities (889), disturb, baggage, arrived (890), disturbed, pursued (992), captain (815), sailor, foreign (759) countries (648), pleasant (493) weather (616)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Before giving pupils directions on the answer to the question in the line border at top of the page in their texts, see § 24, Chapter IV.

Lesson 1001

New Words: vil lain, vain, treach er ous
(vīl'īn) (vān) (trēch'ēr-ŭs)

Review Words: tried in vain, burglar (992), attempt (917), failed, purpose (636), wicked, worse (771), factory, destroy (664), planned, explosion, information, although

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
right, sîn; cöld, ôbey, cöld, stôp, cômpare; ŭnit, ŭnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 1002

New Words: sum mit, ta per, dif fi cul ty
(sŭm'it) (tā'pēr) (dĭf'ī-kŭl-tĭ)

Review Words: taper to a point, prairie (669), forest, mountains (473), height (993), eighty (993), descend (993), valley (639), rocky, scenery (865), excursion, wandered, athletic

See § 23, § 24, § 26, § 27, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1003

New Words: spir it, pa tri ot, earn est
(spĭr'it) (pā'trĭ-ōt) (ēr'nĕst)

Review Words: government (619), threaten (920), opportunity, exhibit (994), view (665), uphold, attack (931), enemy (929), khaki (996), safety, those (513), against (482)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: Give special attention to drill on correct pronunciation of *scholar*. See § 25, Chapter IV, before assigning *knowledge*.

Lesson 1004

New Words: schol ar, knowl edge
(skŏl'ēr) (nŏl'ĕj)

Review Words. interested (994), museum (994), specimen, subject (635), examination, determined, prepared (708), anxious (812), certainly, graduated, closing, excel, succeed (633)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: See Lesson 1005 below.

Lesson 1005

In directing the preparation of this lesson, suggest to the class that the best indication each person can get of the words which are hard for him, comes by noting what words he has misspelled in the daily tests. These should be found on the list in his spelling pocket. Suggest that there are other words which are less difficult but which may also need review.

Assignment suggestion: The word *siege* is a very troublesome one. See § 27, § 28, Chapter IV.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; **hw** = wh as in *when*; **zh** = z as in *azure*; **kh** = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 1006

New Words: siege, am mu ni tion, de fend
(sēj) (ām"ū-nish'ūn) (dē-fēnd')

Review Words: forward, surprised (551), attacked (931), squad, cannon, seized (995), defeated (931), finally (599), surrender, colonel, officer, decorate

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1007

New Words: lin en, fan cy, cro chet, cro cheted
(līn'ēn) (fān'sī) (krō-shā') (krō-shād)

Review Words: initial (997), handkerchief, several, towel, plain, width, samples, several, favorite, needle, supply (817), scarcely (817)

See § 18, § 19, § 20, § 21, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1008

New Words: pro tect, mis sion a ry, in no cent
(prō-tēkt) (mīsh'ūn-ā-rī) (īn'ō-sēnt)

Review Words: cruel (902), terrible (902), torture, shelter (695), mere, merely, whose (523), whom, extra (655), ignorant, assistance (863), disease (877)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1009

New Words: re pub lic, prin ci ples, rep re sen ta tive
(rē-pūb'lik) (prīn'sī-plz) (rēp'rē-zēn'tā-tiv)

Review Words: principles of democracy, government (649), foundation, independence, section, develop (998), elect (965), measure, national, success, population (999), candidate (959), especially (998)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 11, § 12, § 41, Chapter IV, before teaching *principles*, and § 14, Chapter IV, before teaching *representative*, if these words are misspelled in the test.

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scēnc, ēvent, ědge, nověl, refěr; rĭght, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Assignment suggestion: The misspelling of *arctic* is chiefly due to the almost universal mispronunciation of the word. Insist upon correct pronunciation. See § 14, Chapter IV.

Lesson 1010

New Words: arc tic, dis cov er y, re gion (pa cif ic)
(ärk'tík) (dīs-kŭv'ēr-ī) (rē'jŭn) (pā-sif'ík)

Review Words: voyage, (ocean), aboard, explored, possession, claimed, known (734), earlier, no one, route (1000), doubtful (960), parallel (903)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Call on several pupils to tell how they have been able to remember the correct spelling of *siege*, *innocent* and *representative*.

Lesson 1011

New Words: jour nal, state ment, pub lish
(jŭr'nāl) (stāt'měnt) (pŭb'lish)

Review Words: procession (996), wedding, photograph (894), account (912), mysterious (904), disappeared (904), telegram, importance, interested, restaurant (886), advertisement, athletics (863)

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1012

New Words: gut ter, fil thy, nui sance, in spect
(gŭt'ēr) (fīl'thŭ) (nŭ'sāns) (īn-spěkt')

Review Words: gradually (1000), suspicious (1000), odor, disease, spread, owner (672), refuse, fault, women (533), obliged, living, typhoid (877), mosquitoes, millions

See § 34, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 1013

New Words: in dus try, mod ern, re quires
(in'düs-trī) (möd'ērñ) (rê-kwīrz')

Review Words: common, interest (912), spirit, respect, contract (903), profit, industrious, appreciate (894), capital (889) and labor, proceed (1000) with difficulty (1002)

See § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1014

New Words: trea son, jus tice, death, dealt
(trē'zn) (jūs'tis) (dēth) (dēlt)

Review Words: treacherous (1001), villain (1001), patriot, battle, desert (681), fought, enemy (927), secret (917), hidden, nowhere, discovered, surround

See § 44, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1015

New Words: punc tu al, punc tu al i ty, reg u lar
(pŭnk'tŭ-ăl) (pŭnk'tŭ-ăl'i-tī) (rĕg'ŭ-lār)

Review Words: scholar (1004), earnest, satisfied, occasionally (861), knowledge (1004), application (895), parents, professor, a man of good principles (1009), corrected his mistake

See § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Make appropriate comment on the ease with which one may develop habits of carefulness in written work, and the importance of looking over all written work before handing it in, and of rereading letters before sending them.

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, ědge, novêl, refêr;
right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 1016

New Words: con quer, con quered, forth
(kōn'kēr) (kōn'kērd) (fōrth)

Review Words: rushed, siege (1006), ammunition, guard, pursued (992), damage, attack, captain, dashed, defend, in vain (1001), destroy (664)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 11, § 12, § 41, Chapter IV, before teaching *forth*, if this word is misspelled in the test.

Lesson 1017

New Words: co coa, lunch eon, stew
(kō'ko) (lūnch'ūn) (stū)

Review Words: bee'steak, tough, vegetables (570), raspberries, dessert, bouquet (769), niece (737), guest (890), linen (1007), crochet (1007), crocheted, fancy

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1018

New Words: par don, prayer, ho ly
(pār'dūn) (prār) (hō'ly)

Review Words: preacher, missionary (1008), worship, church (601), taper, heaven, innocent (1008), attended (900), returned, advice (869), absence (812), speak (544)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1019

New Words: cour age, cour te ous, trait, French
(kūr'āj) (kūr'tē-ūs) (trāt) (frēnch)

Review Words: republic, representative (1009), protect, doubt, force, hoped, region (1010), losing, possibly, relieved, disappointed (895), improved

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: See Lesson 1020 below.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1020

Make it clear that the responsibility for reviewing words should rest upon the pupil. The teacher may do well to suggest the desirability of reviewing, from time to time, certain words which are hard; but each pupil must strive to overcome his own spelling difficulties. If he is not really interested in overcoming his limitations in spelling, it isn't likely to be accomplished.

Lesson 1021

New Words: ven ture, a chieve, a chiev ing
(vēn'tūr) (ā-chēv') (ā-chēv'ing)

Review Words: arctic, discover, modern (1013), voyage (1010), pacific, southern, necessary, principal (472), distance (865), navy, easier, course

See *Suggested Lesson Plan G*, page 300.

See also § 27 and § 28, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1022

New Words: neigh bor hood, im prove ment, sat is fac to ry
(nā'bēr-hōōd) (īm-prōōv'mēnt) (săt'is-făk'tō-rī)

Review Words: gutter, filthy, inspected (1012), exhibit (994), collect (921), requires, repaired (919), disappeared (904), usually (861), advise (961), thrown out, nuisance (1012)

Dictate in sentences, the words of this lesson and any word misspelled in the test of the preceding lesson.

Lesson 1023

New Words: sen si ble, judg ment, di rect
(sēn'sī-bl) (jūj'mēnt) (dī-rēkt')

Review Words: industry, opportunity (1003), superintendent (835), regular (1015), special, agreed, bargain (903), strike, dealt, committee (965), manufacturing, justice (1014)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

In teaching *judgment*, if the word has been misspelled, place unusual emphasis on the oral drill on *g*. Stop abruptly after giving the soft sound of *g*, pausing long enough to make it clear that there are four letters in this syllable and not five. Never suggest nor refer to any wrong way of spelling

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

this word. Let the drill in the oral and written spelling of this word take this form: *j-u-d-g—m-e-n-t*. Make the pause between syllables impressive.

Assignment suggestion: Call attention to the single *l* in the word *control*.

Lesson 1024

New Words: con trol, ex cite ment, false
(kõn-trõl') (ëk-sit'mënt) (fõls)

Review Words: report, treason (1014), death, accused, journal (1011), publish, statement, height (993), khaki (996), seize (995), depot, freight (952), eighty (993).

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1025

New Words: cus tom, cus tom a ry, dic ta tion, def i ni tion
(küs'tûm) (küs'tûm-â-rî) (dik-tā'shûn) (dëf'i-nîsh'ûn)

Review Words: punctual (1015), perfect (717), polite, excel (995), excellent (827), prepared (708), examples, grammar (638), commenced, success, deserve, difficulty (1002)

Dictate in sentences, the words of this lesson, and any words misspelled in the test of the preceding lesson.

Lesson 1026

New Words: con fess, sor row, dis o bey
(kõn-fës') (sõr'õ) (dis'õ-bā')

Review Words: absence (812), punctuality, pardon (1018), anxious (812), mistake, ignorant, advice (869), certain (953), from this time forth (1016), have shown (671) him how

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1027

New Words: noo dles, dump ling, stewed, stew ing
(nõõ'dlz) (dümp'ling) (stüd) (stü'ing)

Review Words: luncheon (1017), cocoa, bacon, catsup, cheap, plenty (671), restaurant (886), sandwich (892)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, *fōōt*; *found*; *boil*; *functiōn*; *chase*; *good*; *joy*; *then*, *thick*; *hw* = *wh* as in *when*; *zh* = *z* as in *azure*; *kh* = *ch* as in *loch*. See *pronunciation key* in Appendix.

It may often be advantageous to look up the lessons indicated by numbers in parenthesis, to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 1028

New Words: pa tience, en dure, shield, shield ing
(pā'shēns) (ēn-dūr) (shēld) (shēld'ing)

Review Words: courage (1019), conquer, conquered (1016), prayer, dying, holy (1018), village (667), French, upheld, population (999), possession (1010), wonderful

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1029

New Words: fem i nine, flat ter, tact
(fēm'i-nīn) (flăt'ēr) (tăkt)

Review Words: courteous (1019), repeat, angel (518), no one, guest (890), veil (847), wedding, photograph (894), finest gifts (898), natural trait

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 25, Chapter IV.

Assignment suggestion: Have the word *popular* used orally in sentences by several pupils. Make sure that all members of the class are clear about its pronunciation and use. Do not refer to nor suggest any wrong way of spelling the word.

Lesson 1030

New Words: a muse ment, pop u lar, so ci e ty
(ā mūz'mēnt) (pŏp'ŭ-lăr) (sŏ-si'ē-tī)

Review Words: excursion, traveler, traveled, motor (767), chauffeur (979), puncture (782), carriage (919), journey (814), especially (998), scenery (865), nature, choose

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Give the class some practice in looking up words in the dictionary. See EXERCISE IX in the Appendix to this Manual.

Assignment suggestion: Call attention to and give some drill upon the correct pronunciation of *impossible*. Call attention to *ei* in *deceive*.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, nověl, refěr; rĭght, sĭn; cŏld, ŏbey, cŏrd, stŏp, cŏmpare; ũnit, ũnite, bŭrn, cŭt, focŭs, menŭ;

If a pupil who is a good speller is assigned the problem of bringing another pupil who is a poor speller up to standard, and is properly encouraged in his efforts and commended for his achievement, much good will result to both. In the process of teaching, the former will improve his methods of study, and in this intimate student companionship in study, the latter will gain much from emulating the achievements of a fellow student.

Lesson 1031

New Words: hon or, de ceive, im pos si ble
(õn'êr) (dê-sêv) (im-põs't-bl)

Review Words: venture, villain (1001), treacherous (1001), lawyer, judge (846), defend, cashier, innocent (1008), arrested, burglar (992), jail (561), descend (993)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See *Suggested Lesson Plan G*, page 300.

Insist on correct pronunciation of *impossible*.

Assignment suggestion: Call attention to correct pronunciation of *probably*.

Lesson 1032

New Words: en cour age, ri val ry, prob a bly
(ên-kûr'áj) (rî'vâl-rî) (prõb'a-blî)

Review Words: neighborhood (1022), encouraged, improvement (1022), procession (996), develop (998), achieve, arranged (897), spirit, earnest, group (848), route, main, proceed (1000)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Insist on correct pronunciation of *probably*.

Lesson 1033

New Words: em ploy, for tu nate, fair ly
(êm-plôi') (fôr'tû-nât) (fâr'li)

Review Words: factory (839), superintendent (835), interested (1004), achieving, tact, direct, knowledge (1004), judgment (1023), a sensible (1023) custom, fitted for the position, good business principles (1009)

Dictate in sentences, the words of this lesson, and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; *hw* = wh as in *when*; *zh* = z as in *azure*; *kh* = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 1034

New Words: can vas, con ven ient, con struct, eas i ly
(kǎn'vás) (kõn-vën'yěnt) (kõn-strükt') (ēz'ī-lī)

Review Words: swimming, drowned (618), beach, excitement, customary, satisfactory (1022), woolen (743), blanket, a false alarm, launched the canoe (657), wasn't an accident (858)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 9, § 10, § 11, § 12, § 41, Chapter IV.

Lesson 1035

Divide the class into pairs. Allow each pair to test each other on the words in their spelling pockets. The object should of course be to have each pupil make a perfect score on the words from his own spelling pocket.

Lesson 1036

New Words: con fessed, dis o beyed, sup posed
(kõn-fěst') (dis'õ-bād') (sũ-põzd')

Review Words: confess, disobey, apologize (945), scholar (1004), speller, improved, though (469), meant (512), compare, dictation, definition, exercise (717)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1037

New Words: rec i pe, cus tard, de li cious
(rěs'ī-pē) (kūs'tárd) (dē-līsh'ūs)

Review Words: sugar (579), chocolate, dessert, flavor, feast, choice (727), cereals (703), spoonful

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1038

New Words: sprain, sprained, suf fer.
(sprān) (sprānd) (sũf'ēr).

Review Words: inflamed, patience (1028), endured, arrived (890), shield, shielding (1028), protect, using, bandage, linen (1007), bicycle, siege (1006), swollen.

ātc, senāte, rārc, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ědge, novĕl, refēr;
rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: Call attention to correct pronunciation of *gayety*, a three-syllable word.

Lesson 1039

New Words: e vent, fes ti val, gay e ty
(è-věnt') (fěs'ti-văl) (gā'è-ti)

Review Words: society (1030), amusement (1030), feminine, woman (533), vain, flatter, couple, group (848), gentlemen, bouquet (769), jewels, precious

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1040

New Words: gym nas tic, gym nas tics, ap pa ra tus, pul leys
(jim-năs'tik) (jim-năs'tiks) (ăp'ă-ră'tûs) (pööl'is)

Review Words: popular (1030), athletic, athletics (1002), muscles (758), breathing, control (1024), weight (751), correct, important (836), health (819), strength (895), benefit

See § 18, § 19, § 20, § 21, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Encourage the class to use the method of study and review suggested on page 2.

Lesson 1041

New Words: for eign er, grate ful, priv i lege
(föör'in-ēr) (grăt'fŭl) (prĭv'ĭ-lěj)

Review Words: region (1019), missionary (1008), courage (1019), encouraged (1032), republic (1019), justice (1014), children (156), fortunate

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 9, § 10, § 11, § 12, § 41, Chapter IV, before teaching *grateful*, if this word is misspelled in the test.

bööt, fööt; found; boil; function chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch in loch. See *pronunciation key* in Appendix.

Lesson 1042

New Words: ten nis, op po site, op po nent
(tĕn'is) (ŏp'ŏ-zĭt) (ŏp-ŏ'nĕnt)

Review Words: honors (1031), rivalry, athletic, tried (330), where (122), between (362), sport, Thursday (303), holiday (342), single, double (393), forty (399), the side that won, upon coming here

See § 25, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1043

New Words: dis pute, set tle, or gan ize, or gan ized
(dĭs-pūt) (sĕt'l) (ŏr'gān-ĭz) (ŏr'gān-izd)

Review Words: employed, advised (961), deceived (1031), easily (1034), fairly, probably (1032), industry, modern, regular (1015), representative (1009), committee (965), independent (970)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1044

New Words: cen tral, en trance, el e va tor
(sĕn'trāl) (ĕn'trāns) (ĕl'ĕ-vā'tēr)

Review Words: punctual, promised (416), disappointed (895), convenient (1034), inquire (841), anxious (812), weren't, there (318), until (411), Tuesday (301), forenoon (386), minutes (402)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1045

New Words: grum ble, im pa tient, stub born
(grŭm'bl) (ĭm-pā'shĕnt) (stŭb'ĕrn)

Review Words: nuisance (1012), thought (341), allowed (334), disobeyed, motor (767), isn't (395), couldn't (381), maybe (379), was thrown off, sprained (1038) his ankle

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Make appropriate comment on the desirability of following literally the directions given on the spelling pocket.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scĕne, ĕvent, ědge, novĕl, refĕr;
right, sĭn; cōld, ōbey, cōrd, stŏp, cōmpare; ũnit, ũnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 1046

New Words: o mit, o mit ted, re gret, re gret ted
(ô-mīt') (ô-mīt'éd) (rê-grêt') (rê-grêt'éd)

Review Words: confessed (1036), supposed (1036), treason (1014), pardon, judgment (1023), impossible (1031), journal, statement

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 25, Chapter IV.

Lesson 1047

New Words: liq uid, mold, strain
(lîk'wid) (mōld) (strān)

Review Words: custard, delicious, raspberries, recipe (1037), weigh (751), scales, half, enough (366)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1048

New Words: crip ple, wheeled, un a ble
(crip'l) (hwēld) (ün-ā'bl)

Review Words: suffered, improved, grateful, crutches, dropped (308), stopped (308), doctor (233), hospital, necessary, cause, engine (401), caught (422)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1049

New Words: so cial, oc ca sion, op er a
(sô'shāl) (ô-kā'zhûn) (ôp'ēr-ā)

Review Words: event, festival (1039), gayety (1039), curtain (514), aisle, finally (599), musician, program, gathered, audience, courteous (1019), appreciate (894)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1050

In general, the test of the relative difficulty of words is the comparative frequency with which they are misspelled in writing. The test of the relative

bōot, fōot; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

difficulty of a given list of words for any individual pupil, is the comparative frequency with which he misspells the words of this list, in spontaneous letter writing or other written composition.

For the test in this lesson, select six pupils to dictate one sentence each, using one or more hard words from page 14 in the text.

Lesson 1051

New Words: ma chin ist, thor ough, ex pe ri ence
(mǎ-shēn'ist) (thū'r'ō) (ěks-pě'ri-ěns)

Review Words: furnace (489), satisfactory, inspect, steam, pulleys, leather, loose (509), wrench, tools, apparatus (1040), elevator (1044), machinery (844)

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1052

New Words: Rus sian, Span ish, Scot ch
(rūsh'án) (spǎn'ish) (skōch)

Review Words: foreigner (1041), privilege (1041), country (234), separate (416), organize (1043), society (1030), neighborhood, improvement (1022), people (149), population (999)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

In oral spelling, have pupils say: *Capital R-u-s—s-i-a-n*, etc.

Lesson 1053

New Words: ad van tage, ri val, splen did
(ád-ván'táj) (rī'vǎl) (splěn'díd)

Review Words: opposite (1042), tennis, opponent (1042), permit, achieve, deliver, Wednesday (302), neither (359), assistance (863), farther (288), straight (405), guard

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: Give considerable attention to the correct pronunciation of *immediately*.

âte, senâte, râtre, căt, locăl, făr, ask, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, cörd, stöp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 1054

New Words: ex pense, im me di ate ly, re duce
(ěks-pěns') (i-mě'di-ăt-lĭ) (rě-dūs')

Review Words: sensible, grumble, dispute, earned, afford (915), spend, nickel (277), borrowed, debt, cereals, groceries, articles (831)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: Call special attention to correct pronunciation of *gallery* and *occupy*.

Lesson 1055

New Words: con cert, gal lery, oc cu py
(kŏn'sěrt) (găl'ěr-l) (ŏk'ŭ-pĭ)

Review Words: opera, entrance, theater, admission, cheap, afford, attended, occasionally (861), central, program

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Try to make every pupil realize that his spelling difficulties are his own personal problems.

Assignment suggestion: **Teach** the word *mischievous*. Both second and last syllables are difficult for many people. Be particularly careful of the pronunciation.

Lesson 1056

New Words: non sense, mis chie vous, pro voke, pro voked
(nŏn'sěns) (mĭs'chĭ-vŭs) (prŏ-vŏk') (prŏ-vŏkt')

Review Words: mischief (838), confess, regret, patient, impatience, tact, mirror, bureau (701), painted, bored, hole, won't (293)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1057

New Words: im port, ex tract, va nil la
(ĭm'pŏrt) (ěks'trăkt) (vā-nĭl'ă)

Review Words: export, supply, raised, wheat, tobacco, cotton (501), liquid (1047), copper, different, commerce (925), countries (648), machinery (844)

bŏot, fŏot; found; boil; function; chase; good; joy; **then, thick**; **hw** = wh as in when; **zh** = z as in azure; **kh** = ch as in loch. See *pronunciation key* in Appendix.

See § 25, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1058

New Words: drawn, cramp, cramped, lain
(drôn) (krämp) (krämp) (lān)

Review Words: cripple, shield, torture, shoulder, ache (327), hasn't, faint, unable, had lain there since, had scarcely (717) raised

See § 9, § 10, § 11, § 12, § 41, Chapter IV, in regard to *lain*.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1059

New Words: strug gle, strug gled, se vere
(strüg'l) (strüg'ld) (sê-vēr')

Review Words: stubborn, shielding, strain, elbow, prairie, broad, animal (439), wild, traveler, attacked (931), conquered

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1060

New Words: wreath, fra grant, with er, de cay
(rēth) (frā'grānt) (with'ēr) (dê-kā')

Review Words: omit, omitted (1046), beautiful (422), blossoms, odor, gathered, fastened, decorated, probably (1032), arranged (897)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Conduct a short drill on the use of the dictionary as a handbook for the meaning of words. See EXERCISE IX in the Appendix to this Manual.

Lesson 1061

New Words: wid ow, or phan, mourn ing
(wīd'ō) (ôr'fān) (mōrn'ing)

Review Words: experience (1051), assistance (863), death, gifts, either, least, collect, enclosed (922), grateful, clothing, folks, relieved

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
rîght, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Before teaching *mourning*, if this word is misspelled, see § 9, § 10, § 11, § 12, § 41, Chapter IV.

Assignment suggestion: Call particular attention to the correct pronunciation of the words *pronunciation* and *particular*.

Lesson 1062

New Words: pro nun ci a tion, prop er, par tic u lar
(prō-nŭn"si-ā'shŭn) (prŏp'ēr) (pār-tīk'ŭ-lār)

Review Words: Russian, Scotch, Spanish, attempt (917), dictation, beginning (272), error, aloud, can't (409), again, tried, learned

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Give special attention to drill on correct pronunciation of the word *pronunciation* and *particular*, if these words are misspelled in the test.

Lesson 1063

New Words: mis er, shrewd, sav ing
(mīz'ēr) (shroōd) (sāv'ing)

Review Words: expense, reduce, machinist, can't, afford, account, bargain, cheap, articles, debt, receipt, easily (1034)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1064

New Words: deal, deal ing, hon es ty, im per a tive
(dēl) (dēl'ing) (ŏn'ēs-tī) (im-pēr'a-tīv)

Review Words: honest, thorough (1051), advantage, answered, rival, deceived (1031), advertisement (863), application (895), respectfully, write, reference (944), business (414)

See § 25, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1065

Impress upon pupils that every review of this kind is conducted for the purpose of giving each pupil additional opportunity for mastering his own spelling difficulties, to the end that he may ultimately become letter perfect in all his written work.

Assign in pairs, pupils who have words in their spelling pockets, and have them drill and test each other on the words thus selected.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then, thick*; hw = wh as in *when*; zh = z as in *azure*; kh = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 1066

New Words: gui tar, vi o lin, stage
(gŭi-tär') (vī"ō-līn') (stāj)

Review Words: occupy, immediately (1054), splendid, concert, gallery, gayety, honor (1031), excel, exhibit, audience, musician, popular (1030)

Dictate in sentences, the words of this lesson and any other common words which have recently been misspelled by members of the class.

Assignment suggestion: Drill for a couple of minutes on the correct pronunciation of *ridiculous*. Give special attention to the sound of *i* in the first syllable.

Lesson 1067

New Words: eu ri os i ty, hint, ri dic u lous, heard, ru mor
(kū"rī-ōs'ī-tī) (hīnt) (rī-dīk'ū-lūs) (hērd) (rōō'mēr)

Review Words: nonsense, mischievous (1056), provoke, confessed, guess (432), guessed, source, believe (374), heard the rumor, maybe, wasn't true

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Insist on the distinct enunciation of the correct sound of *i* in the first syllable of *ridiculous*. If *heard* is misspelled, see § 41, Chapter IV.

Assignment suggestion: Call attention to *generally*. Emphasize correct pronunciation.

Lesson 1068

New Words: head ache, cam phor, gen er al ly
(hēd'āk) (kām'fēr) (jēn'ēr-āl'ī)

Review Words: cramp, severe (1059), suffer, inflame, remedy, extracted, medicine, dose, had lain, basin, bandage, sure

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Insist on the correct pronunciation of *generally*.

Lesson 1069

New Words: griz zly, fu ri ous, huge, gaping
(grīz'īlī) (fū-rī-ūs) (hūj) (gāp'īng)

Review Words: steel, trap, struggle, provoke, seized (995), sprained, attempt, impossible (1031), afraid, surely

âte, senâte, râte, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; rīght, sīn; cōld, ôbey, cōrd, stôp, cōmpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1070

New Words: ar bor, twine, shears, ty ing
(är'bēr) (twin) (shērz) (tī'ing)

Review Words: wither, decay, festival, especially, peony, fragrant, shrub, height (993)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See *Development of a Spelling Conscience*, page 24.

Lesson 1071

New Words: cas ket, cem e tery, tomb
(kās'kēt) (sēm'ē-tēr-ī) (tōm)

Review Words: wreath (1060), funeral (936), widow, orphan, grief, mourning, carriage (919), entrance, attended (900), buried (732)

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Before teaching *cemetery* see § 14, Chapter IV, and also see § 25, Chapter IV, before teaching *tomb*, if these words are misspelled in the test.

Lesson 1072

New Words: par rot, talk a tive, a muse, a mus ing
(pär'üt) (tôk'ā-tīv) (ā-mūz') (ā-mūz'ing)

Review Words: pronunciation (1062), ridiculous (1067), chattering, sense, proper, dumb, perched, headache, provoked, neighbors (449), impatient, welcome (1045)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1073

New Words: ju ry, wit ness, tri al
(jōō'rī) (wīt'nēs) (trī'āl)

Review Words: villain (1001), miser, shrewd (1063), lawyer, opponent (1042), privilege (1041), curiosity, rumor (1067), interested, justice (1014), innocent (1008), pardon

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1074

New Words: deal er. poul try, beau ties
(dēl'ēr) (pōl'trī) (bū'tīz)

Review Words: deal (1064), dealing, customer, honesty (1064), willing, obliged, occasionally, particular (1062)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1075

New Words: com pli ment, re ward, suit a ble
(kōm'pli-mēnt) (rē-wōrd') (sūt'a-bl)

Review Words: social (1049), occasion (1049), guitar (1066), violin, omit, omitted (1046), would (198), regret, foreigner (1041), judgment (1023)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 9, § 10, § 11, § 12, § 41, Chapter IV, before teaching *compliment*, if this word is misspelled in the test.

Impress upon every pupil the fact that his spelling difficulties are *his own personal problems*. Commend the consistent and persistent use of the spelling pocket.

Lesson 1076

New Words: os trich, fe male, co co nut
(ōs'trīch) (fē'māl) (kō'kō-nūt)

Review Words: huge, eggs, gaping, mouths, came, forth, their, feathers, remain, usually (861), laid in the sand of the desert

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1077

New Words: yeast, in di ges ti ble, knead
(yēst) (īn'dī-jēs'tī-bl) (nēd)

Review Words: flour, biscuits, bread, stewed, stewing, sieve, tough, recipe (1037), saving, lard, mold (1047), vanilla, liquid (1047)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 24, § 26, § 27, Chapter IV, before teaching *indigestible*, and also see § 9, § 10, § 11, § 12, before teaching *knead*, if these words are misspelled in the test.

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
rîght, sîn; côld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 1078

New Words: con sid er, con sid ered, tu ber cu lo sis, con ta gious
(kõn-sid'ēr) (kõn-sid'ērd) (tū-būr'kū-lō'sis) (kõn-tā'jūs)

Review Words: supposed (1046), imperative (1064), generally (1068), develop, siege, stubborn, cough, pneumonia (878), disease, among (244), have to, doesn't (395)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1079

New Words: trem ble, trem bled, fear
(trēm'bl) (trēm'bld) (fēr)

Review Words: grizzly, pursued, animal (439), furious, fierce (481), shrieked strain, great

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1080

This lesson marks the completion of the first half of the year's work. If there should be any time left before the close of the semester, the teacher may well conduct a comprehensive review of the difficult words thus far taught in this grade. See § 42, § 43, Chapter IV.

Lesson 1081

New Words: ce dar, en tire ly, bor der
(sē'dēr) (ēn-tīr'li) (bōr'dēr)

Review Words: arbor, parallel, tomb, cemetery (1071), width, forty, wide, construct, expense (1063), straight through, came there

See *Suggested Lesson Plan G*, page 300.

Suggested dictation: Two parallel rows of cedars, forty feet tall, formed a border for the wide road which ran straight through the cemetery. Many people came there daily—some entirely out of curiosity—to visit the tomb of the general. An arbor the width of the road had been constructed at great expense.

See § 9, § 10, § 11, § 12, § 41, before teaching *border*, if misspelled in the test.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1082

New Words: lock et, val u a bles, spar kle
(lɒk'et) (vəl'u-à-blz) (spär'kl)

Review Words: casket, jewels, gifts, presents, niece (737), given, to-night, precious, birthday

See *Suggested Lesson Plan G*, page 300.

Suggested dictation: The old gentleman is giving a *birthday* party for his *niece to-night*. He has already *given* her many costly *presents*. Among his *gifts* are a *locket* set with stones that *sparkle* in the sunlight, a *casket* filled with *precious jewels*, and a tiny safe in which to keep these *valuables*.

Dictate also in sentences, any words misspelled in the test of the preceding lesson.

Lesson 1083

New Words: flight, oc cur, oc curred
(flit) (ô'kûr') (ô-kûrd')

Review Words: witness, airplane, trial, descend (993), experience (1051), voyage, region, prairie (669), level, difficulty (1002), courage, splendid

See *Suggested Lesson Plan G*, page 300.

Suggested dictation: I had the good fortune to see the *trial flight* of the *airplane*. It *occurred* at sunset. It was a *splendid spectacle* to *witness*. This *experience* is one I shall long remember. People said that it would require considerable *courage* to *descend*, even though the region where the *descent* was to be made was a level *prairie*. However, the landing was made without *difficulty*, and the pilot soon was ready for another *voyage* through the skies.

Dictate, also in sentences, any words misspelled in the test of the preceding lesson.

Lesson 1084

New Words: out rage, com mit, re cent ly
(out'rāj) (kô-mīt') (rē'sent-lī)

Review Words: severe (1059), struggle, thorough (1051), search, considered, innocent (1008), officer, arrest, immediately (1054), treacherous, coward

See *Suggested Lesson Plan G*, page 300.

Suggested dictation: It did not seem possible that any one could *commit* such an *outrage*. A *thorough search* of the neighborhood was made *imme-*

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, évent, ědge, nověl, refěr; right, sĭn; cōld, ôbey, cōrd, stôp, cōmpare; ũnit, ũnite, búrn, cŭt, focŭs, menŭ;

diately. The officers, after a *severe struggle*, arrested a *treacherous* looking and *cowardly* fellow who had *recently* been seen in the village. His release is not *considered* probable.

Dictate, also in sentences, any words misspelled in the test of the preceding lesson.

Lesson 1085

New Words: de bate, dis a gree, doubt less
(dê-bât') (dis"á-grē') (dout'lēs)

Review Words: jury, judge, judgment (1023), proceed, consider, decide, sense, doubt, probably, speaking, further, express

See *Suggested Lesson Plan G*, page 300.

(On the assumption that the teacher has become thoroughly familiar with *Suggested Lesson Plan G*, less frequent reference will be made to it from this point on.)

Suggested dictation: It would *probably* have required both a *judge* and a *jury* to *decide* who won the *debate*. Even then, a jury would *doubtless* have *disagreed*. Members of both teams were overheard to *express doubt* that fair *judgment* could be passed, unless they should be allowed to *proceed further* with their arguments. It was the *sense* of all present that this *speaking* contest must be *considered* a failure.

Dictate, also in sentences, any words misspelled in the test of the preceding lesson.

Refer pupils to page 2 for a definite answer to the questions printed in line border under this lesson in their textbooks.

Lesson 1086

New Words: mil li ner, mil li nery, sat in, vel vet
(míl'í-nēr) (míl'í-nēr-í) (săt'ín) (vél'vét)

Review Words: dealer, samples, ostrich, beauties, veil, tying, madam, bought, suitable (1075) material, stand wear (181) and tear (409)

See § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: Make sure that pupils pronounce *introduce* correctly. Drill particularly on the first two syllables.

Lesson 1087

New Words: cor dial ly, in tro duce, en ter tain
(kôr'jál-lí) (In"trō-dūs') (ën"tēr-tān')

bōōt, fōōt; found; boil; function; chase; good; joy; *then*. thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Review Words: talkative, compliment (1075), social, visitor, friend, remark, grammar (638), composition, mischievous (1056), good-by

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1088

New Words: house keep er, help er, chores, help ful
(hous'kēp'ēr) (hēlp'ēr) (chōrz) (hēlp'fōol)

Review Words: sieve, yeast (1077), knead (1077), poultry (1074), plump, twine, basin, parrot, female, apparatus (1040), shears (1070), convenient (1034)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1089

New Words: vic tim, pit i ful, moaned
(vīk'tīm) (pīt'i-fōol) (mōnd)

Review Words: disease, contagious, fever, nurse, thirsty, trembled, broth, typhoid

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: See § 9, § 10, § 11, § 12, § 41, Chapter IV, and make application to first two words in Lesson 1090.

Lesson 1090

New Words: proph et, proph e cy, fu ture, hope ful
(prōf'ēt) (prōf'ē-sī) (fū'tūr) (hōp'fōol)

Review Words: know (124), believe (374), certainly (933), to-morrow, trouble (663), missionary (1008), coming, forward

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Explain to pupils just why the list in the spelling pocket should be reduced as rapidly as possible, especially when new additions are made. The list must be short enough to make intensive review possible.

Lesson 1091

New Words: va cant, lone ly, ech o, ech oes
(vā'kānt) (lōn'li) (ēk'ō) (ēk'ōz)

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cōld, ôbey, cōrd, stōp, cōmpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Review Words: eaves, decay, hidden, stream, border, searched (823), dim, secret (917), awful, mysterious (904), entirely, frightened (312)

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1092

New Words: par cel, de liv er y, de lay
(pär'sêl) (dê-lîv'ēr-î) (dê-lă')

Review Words: locket, valuable (1082), recently (1084), anxious (812), error, gifts, beginning (272), contained (815)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1093

New Words: ti tle, ty rant, roy al
(tî'tl) (tî'rănt) (roi'ăl)

Review Words: victim, outrage, commit, flight, imperative (1064), therefore, abused, cruel (902), furious (1079), crown, loss, right

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1094

New Words: dye, dye ing, streaked, be came
(dî) (dî'îng) (strêkt) (bê-kâm')

Review Words: milliner, millinery, satin, sparkle, wreath, mourning, helper, particular (1062)

See § 9, § 10, § 11, § 12, § 41, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1095

A review of this kind should be so conducted as to impress upon each pupil the fact that words which are easy for another may be hard for him; and also that every hard word must be reviewed again and again if spelling it correctly is to become a fixed habit.

Assignment suggestion: Don't mispronounce *forgotten* for the sake of

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; *hw* = wh as in *when*; *zh* = z as in *azure*; *kh* = ch as in *loch*. See *pronunciation key* in Appendix.

making its spelling easier. The second *t* is silent. See § 25, Chapter IV. Emphasize the fact that *recollect* is *re+collect*. See EXERCISE VIII in Appendix to this Manual.

Lesson 1096

New Words: re un ion, for mer, for got ten, rec ol lect
(rē-ūn'yūn) (fōr'mēr) (fōr-gōt'n) (rēk'ō-lēkt')

Review Words: annually, occur (1083), entertain, birthday, February (449), occurred (1083), honor (1031), society, cordially, guitar, athletics, khaki (996)

Dictate in sentences, the words of this lesson.

Lesson 1097

New Words: wring, wring er, sink
(rīng) (rīng'ēr) (sīnk)

Review Words: laundry, machine, electric, sheets, linen (1007), clothes, doubtless, helpful, generally (1068), chores, regular, busy (168)

See § 25, Chapter IV; also § 9, § 10, § 11, § 12, § 41, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1098

New Words: veins, thirst, palm
(vānz) (thūrst) (pām)

Review Words: moaned, hopeful, pitiful, measles, breath, steady, stomach, hospital, typhoid, pneumonia (878), temperature (882), impossible (1031)

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1099

New Words: con gress, gov ern, sup port
(kōn'grēs) (gŭv'ērŋ) (sŭ-pōrt')

Review Words: introduce (1087), debate, articles, dealing, proper, disagree, union, scheme, sound principles (1009), the national capital (889)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ēdge, novēl, refēr;
rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Lesson 1100

New Words: an nex, ter ri to ry, neigh bor ing
(ă-něks') (těr'ĩ-tō-rĩ) (nā'běr-ĩng)

Review Words: future, tyrant (1093), rumor, treason, royal, treasure, cities (889), navy

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Ask the pupils of the class to answer each for himself the question, "Have I a good 'spelling conscience'?"

Lesson 1101

New Words: hor ror, im ag i na ry, tim id
(hōr'ēr) (ĩ-măj'ĩ-nă-rĩ) (tĩm'ĩd)

Review Words: lonely, vacant, tremble, cemetery (1071), echoes, deceived (1031), breathed, scarcely (817)

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1102

New Words: fre quent, wor ry ing, fail ure
(frē'kwěnt) (wūr'ĩ-ĩng) (fāl'ūr)

Review Words: delay, delivery, forgotten, honesty, supposed (1046), loss, telegraph, forty, sometimes, fixing, blame, omitted

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1103

New Words: chap ter, top ic, twen ti eth
(chăp'tēr) (tōp'ĩk) (twěn'tĩ-ěth)

Review Words: title, author, former, pirate, beach, disappeared, treasure, mysterious, hidden, occasion (1049), disappointed, sorrow

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1104

New Words: twi light, si lent, peace ful
(twĩ'lit") (sĩ'lěnt) (pēs'fōol)

bōot, fōot; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Review Words: cloud, autumn, height, pacific (999), dye, dyeing, color, streaked

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1105

New Words: cli mate, tem per ate, tor rid
(klí'mât) (tēm'pēr-ât) (tōr'íd)

Review Words: cyclone, temperature (882), lightning, cities, damage, terrible (902), August, fourth (445), Wednesday (302), blown, wheeled, became

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Quote the "spelling proverb": "The waste basket may hide your misspelled words but it will not correct your habits of misspelling these words."

Lesson 1106

New Words: ef fort, u nit ed, per suade
(ěf'ört) (ŭ-nit'ěd) (pēr-swād')

Review Words: congress, support (1099), govern, annex, territory, neighboring, trial, control, decide, national, independence, reunion

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1107

New Words: re frig er a tor, fau cet, en am el
(rě-fríj'ēr-ā'tēr) (fó'sět) (ěn-ām'ěl)

Review Words: apron, wringer, sink, clear (225), should (196), wear, yeast, bread (322), knead, thirst, poultry (1074), parcel

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1108

New Words: skel e ton, hu man, wretch ed
(skěl'ē-tŭn) (hŭ'măn) (rěch'ěd)

Review Words: veins (1098), palm, trembled, tuberculosis, missionary, possession (1010), wring (1097), tears

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

âte, senâte, râte, căt, locăl, făr, ásk, párade; scēne, êvent, ědge, novêl, refêr; right, sîn; cöld, ôbey, córd, stôp, cômpare; ŭnit, ŭnite, bŭrn, cŭt, focŭs, menŭ;

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 1109

New Words: fil ing, sys tem, com plete
(fil'ing) (sīs'tēm) (kōm-plēt')

Review Words: account, balaneed, typewriter, writing, cashier, re-col-lect (1096), receipt (907), signed, business (414), secretary (835)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1110

Reread *Special and Individual Spelling Needs*, page 26, and in class, develop the idea that each individual pupil may well learn how to supplement his basal spelling vocabulary, through the mastery of an efficient method for studying new words which he may have occasion, from time to time, to learn for temporary or permanent use.

Lesson 1111

New Words: dis charge, dis hon est, dis grace
(dis-chārj') (dīs-ŏn'ĕst) (dīs-grās')

Review Words: valuable (1082), articles, possession (996), failure, worrying, recently, grief, shrewd (1063), occur, thief (788), steal, deny

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1112

New Words: ear tridge, e mer gen cy, sup plied
(kār'trij) (ĕ-mūr'jĕn-sī) (sū-plīd')

Review Words: peaceful, silent (1104), frequent, soldiers, surround, attacked, station, conductor, captain (815), opposite (1042), outrage, flight

See § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1113

New Words: shud der, shud dered, ob ject, hor ri ble
(shūd'ēr) (shūd'ērd) (ōb'jēkt) (hōr't-bl)

Review Words: twilight, lonesome, timid, afraid (294), villain (1001), seized (995), imaginary (1001), occurred (1083)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1114

New Words: in clude, in dex, sum ma ry
(in-klōōd') (in'dēks) (sūm'a-rī)

Review Words: chapter, topic, catalog, reference, magazine, usually (861), events, current

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: Call attention to the fact that *disagreeable* is agreeable with the prefix *dis* placed before it.

Lesson 1115

New Words: sleet, dis a gree a ble, driz zle
(slēt) (dīs'a-grē'a-bl) (drīz'l)

Review Words: climate, temperate, pneumonia (878), wretched (1108), sweater, February, twentieth, fifth (756)

See EXERCISE VIII in the Appendix to this Manual.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Make appropriate comment on the necessity (as indicated in the text) for practice in writing words in sentences, in order to accomplish, as a result, the spontaneous use of words correctly spelled.

Lesson 1116

New Words: en tire, dis trict, urge
(ēn-tīr') (dīs'trīkt) (ūrj)

Review Words: effort, united, complete, jury, reward, suitable, elected (965), their, committee (965), governor (649), popular, candidate (959)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

ate, senâte, râre, cât, locâl, fâr, âsk, pârade; scêne, évent, êdge, novêl, refêr; rîght, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Lesson 1117

New Words: ti dy, house hold, co zy
(tī'dī) (hous'hōld) (kō'zī)

Review Words: bureau, servant, crochet (1007), radiator (682), refrigerator, systems (1109), current, electric, candles, faucet, enamel, don't

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1118

New Words: in ter rupt, dis cuss, in stant ly
(in'tē-rüpt') (dis-kūs') (in'stánt-lī)

Review Words: persuade (1118), object, speaking (1085), impatient, speech, guest, mention (841), introduce, judge, chief (667)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1119

New Words: dwarf, pe cul iar, scarce ly
(dwôrf) (pē-kūl'yār) (skārs'lī)

Review Words: museum, catalog, parrot, skeleton (1108), described, royal (1100), woolly, clothing (389)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1120

See *The Four Vocabularies*, pages 2 and 3. Develop in class the ideas contained therein as an answer to the questions printed in line border in the pupils' text.

Inspect the words written on the list in each pupil's spelling pocket.

Lesson 1121

New Words: truth ful, false hood, ex am ine, con tra ry
(trōōth'fōol) (fōls'hōod) (ēg-zām'īn) (kōn'trā-rī)

Review Words: dishonest, disgrace, punctuality (1026), experience (1051), admit, dismiss, repeat, truly, ridiculous (1067), on the contrary, deceived (1031)

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; funtion; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1122

New Words: weap on, mo ment, flash, whizzed
(wěp'ŭn) (mō'měnt) (flăsh) (hwızd)

Review Words: discharge, cartridge (1112), echo, district, entire, territory, surround, immediately (1054), sword, emergency, terrible (902)

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1123

New Words: im mense, coiled, striped
(i-měns') (koild) (stripd)

Review Words: horrible, shuddered, examined, streaked, veins, contract, scales, tough

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1124

New Words: driz zling, snow y
(drız'ling) (snō'y)

Review Words: furious (1079), severe (1059), sleet, February, collar, sweater, umbrella (461), canvas (1034)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1125

Divide pupils into pairs. Have pupils of each pair test each other on their misspelled words—the words kept on review lists in their spelling pockets.

Lesson 1126

New Words: stare, stared, rude, re sent
(stâr) (stârd) (rōod) (rê-sěnt')

Review Words: interrupt (1118), disagreeable (1115), snub, snubbed, don't, urge, respect, jealous, too saucy, There is no excuse (283).

See § 9, § 10, § 11, § 12, § 41, Chapter IV.

Dictate in phrases or sentences, the words of this lesson.

Assignment suggestion: See § 13 and § 14, Chapter IV, and make application to *embroidery*; also see § 9 and § 10, Chapter IV, for suggestion applicable in teaching and reviewing *effect*.

âte, senâte, râre, căt, locăl, făr, âsk, pârade; seêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Pupils can be, and usually are, very helpful to one another in drill and review and in testing on individual words, if they are encouraged to assist one another and if they are commended for so doing.

Lesson 1127

New Words: cush ion, em broid er y, ef fect
(kōōsh'ūn) (ēm-broid'ēr-ī) (ē-fēkt')

Review Words: tidy, cozy, crocheted (1007), examined, velvet, initial, piece, plush

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1128

New Words: can cel, can cel la tion, fac tor
(kǎn'sēl) (kǎn'sē-lā'shūn) (fǎk'tēr)

Review Words: index, summary, settled, forgotten, guess (432), guessed, eraser, support, knew (337) where the error had been made

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1129

New Words: sphere, sur face, curved
(sfēr) (sūr'fās) (kūrvd)

Review Words: halves, fourth (445), break, separate, different, beginning, central (1044), figure (464)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1130

New Words: mus tache, fea tures, home ly
(mūs-tāsh') (fē'tūrz) (hōm'li)

Review Words: peddler, dwarf, foreigner, recollect, instantly (1070), cordially, peculiar (1119), supplied, a hoarse (522) voice, a pair of trousers (832)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Call the attention of the class to what is printed in the line border at the bottom of page 30 in their textbooks.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1131

New Words: breadth, depth
(brědth) (děpth)

Review Words: tools, cement (951), fountain, broad, liquid (1047), filmy, form, mold (1047), height (993)

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1132

New Words: deed, evil, hinder
(dēd) (ē'vl) (hīn'dēr)

Review Words: weapon (1122), timid (1113), dared, forward, truthful, generally (1068), express, dared, engineer, excursion, Wednesday, conductor

Dictate in sentences, the words in this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1133

New Words: wrestle, wrestler
(rēs'l) (rēs'ling) (rēs'lēr)

Review Words: immense (1123), athletic, title (1103), moment, coiled, whizzed, candidate, photograph

See § 25, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1134

New Words: drought, sprinkle, sprinkle
(drou't) (sprīn'kl) (sprīn'klīng)

Review Words: seven, scarcely, drizzle, torrid, temperate, temperature (882), thirst, worrying, wretched, crops, agriculture, fertile

Dictate in sentences, the words in this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1135

New Words: peevish, continually, wrinkles, commonplace
(pē'vīsh) (kōn-tīn'ū-āl-ī) (rīn'klz) (kōm-plān')

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, nověl, refēr;
rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Review Words: imaginary, contrary, persuade (1106), rude, frown, brow, homely, falsehood, effect (1127), didn't, shed, tears

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Give several illustrations of the correctness of the statement printed in line border at the bottom of page 31 in the pupils' texts.

Lesson 1136

New Words: star ing, vul gar, of fend
(stâr'ing) (vũl'gâr) (ô-fënd')

Review Words: stare, stared, resent, object, beggar, mustache, wonder, group (848)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1137

New Words: skirt, ruf fle, mus lin
(skûrt) (rũf'l) (mũz'lin)

Review Words: petticoat, embroidery, snowy, striped, a great deal (1064) of work, too coarse (842)

Dictate in sentences, the words of this lesson, and any words misspelled in the test of the preceding lesson.

Lesson 1138

New Words: di vi sion, di vid ing, div i dend
(dĩ-vĩzh'ũn) (dĩ-vid'ing) (dĩv'ĩ-dënd)

Review Words: cancel, cancellation, factor, allowed (334), almost (115), always (193), awfully, because (210)

See § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1139

New Words: di a gram, ac cu rate, care ful ly
(dĩ'â-grăm) (âk'ũ-rât) (kâr'fũol-ĩ)

Review Words: surface (1129), curved, opposite (1042), parallel (903), difference, compare, barrel, easily (1034)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōot, fōot; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See pronunciation key in Appendix.

Lesson 1140

Reread pages 2 and 3 and explain the several vocabularies to the class. Call on several pupils to give answers to the first question printed in line border on page 32 in their texts.

Lesson 1141

New Words: whol ly, un con scious, re cov er
(hōl'ly) (ŭn-kōn'shūs) (rē-kŭv'ēr)

Review Words: cushion, wrestler, basin, sprinkle, coarse (842), towel, deed, breathe (507)

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1142

New Words: trick le, moist, ooze
(trik'l) (moist) (ōōz)

Review Words: drought, orchard, surface (1129), fertile, creek, shallow, source (690), requires (1022)

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1143

New Words: glyc er in, syr inge, gar gle
(glīs'ēr-in) (sīr'īnj) (gār'gl)

Review Words: throat, hoarse (522), sure, remedy, licorice, vaseline, ache (327), hinder, complain (1135), continually

The word *glycerin* is a very troublesome one. Give it emphasis in study and review.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1144

New Words: you'll, re quest, per mit
(yōō'l) (rē-kwĕst') (pēr-mīt')

Review Words: excuse, please, respectfully, privilege (1041), trouble, occasion (1049), didn't (395), mention

ăte, senăte, răre, căt, locăl, făr, âsk, părade; scĕne, ĕvent, ědge, novĕl, refĕr;
rĭght, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: Call attention to *dissatisfied* = *dis* + *satisfied*.

Lesson 1145

New Words: con duct, self ish, .com plaint, dis sat is fied
(kǒn'dŭkt) (səl'f'ish) (kǒm-plānt') (dīs-săt'is-fīd)

Review Words: staring (1126), vulgar, offend, interrupt, peevish, disagreeable, elbow, sprained (1038)

See EXERCISE VIII in the Appendix to this Manual.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1146

New Words: rack et, loud ly
(rāk'et) (loud'ly)

Review Words: usually, echoes (1101), silent, mischief (838), mischievous (1056), motor (767), gasoline (767), chauffeur (979), athletics

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1147

New Words: ging ham, tape, o ver lap, seam
(ging'ām) (tāp) (ō'vēr-lāp') (sēm)

Review Words: skirt, muslin, collar, sleeves, pattern, scissors, breadth, wrinkle, a neat seam, don't tear it

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 9, § 10, § 11, § 12, § 41, Chapter IV, for suggestions applicable in teaching and reviewing *seam*.

Lesson 1148

New Words: tri an gle, ra ti o, ra di us
(tri'ān'gl) (rā'shī-ō) (rā'dī-ŭs)

Review Words: principal, interest, dividend, notice, solved, determined, practice, accepted

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See pronunciation key in Appendix.

Lesson 1149

New Words: sci ence, dis tant, tel e scope
(sī'ēns) (dīs'tānt) (tēl'ē-skōp)

Review Words: sphere, diagram, earth, division, entire, peculiar, accurate (1139), thorough (1051), judge (846), apparatus, professor, reference

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1150

New Words: ac id, de stroyed, trace
(ăs'īd) (dē-stroid') (trās)

Review Words: contained, supplied (1130), poison, liquid (1047), carefully, severe (1059), evil, effects (1127)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Have pupils look up in the dictionary the correct pronunciation of all of the words given in the line border paragraph on page 34 in their texts.

Lesson 1151

New Words: weird
(wērd)

Review Words: seize (995), deceive (1031), height (993), eighty (993), receipt, receive, foreigner (1041), neighborhood (1022), veins (1098), already

See *Suggested Lesson Plan G*, page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1152

New Words: snail, hor rid
(snāl) (hōr'īd)

Review Words: easily (1034), nature, timid (1113), possession (1010), impossible (1031), temperature, torrid, justice (1014), principles (1009)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

ăte, senăte, răre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
rîght, sîn; cōld, ôbey, cōrd, stôp, cōmpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 1153

Review Words: mischief, siege, achieve, inconvenient, impatient (1045), niece (737), shield (1028), sieve, grief, mischievous (1056), patience (1028), audience, society (1030), supplied (1130), believe

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1154

New Words: mod est, blushed, crim son
(mōd'ĕst) (blūshd) (krīm'zn)

Review Words: request, permit (1144), truthful, supposed (1046), beauty, shy, family, photograph (894)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1155

Reread *A Basal Spelling Vocabulary* and *Special and Individual Spelling Needs*, page 26, and interpret the context to the class.

Lesson 1156

New Words: tube, tur pen tine
(tūb) (tūr'pĕn-tīn)

Review Words: linen, syringe, gargle, glycerin (1143), alcohol (942), medicine, tongue, shoulder, blade]

Dictate in sentences, the words of this lesson.

Lesson 1157

New Words: flan nel, fleec y, shrink
(flān'ĕl) (flĕs'ī) (shrĭnk)

Review Words: crochet, crocheted, French, seam, petticoat (1137), peddler, woolly, rinsed

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1158

New Words: ex act, es ti mate, thus
(ĕg-zăkt') (ĕs'tī-māt) (thŭs)

Review Words: telescope, distance, sphere (1129), position, distant, measure (593), carefully, accurately

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thiek; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: See § 14, Chapter IV, and make application to *poetry and literature*.

Lesson 1159

New Words: po et ry, lit er a ture, ed u cate
(pō'ēt-ri) (lit'ēr-ā-tūr) (ēd'ū-kāt)

Review Words: science (1149), scholar (1004), discuss (1118), quotation, knowledge, thorough (1051), poem, verse, title, summary, include, graduated

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1160

New Words: fam i lies, wealth y, sub urbs
(fām'i-līz) (wēl'thī) (sūb'ūrbz)

Review Words: trace, destroyed, immense (1123), occur (1083), occurred (1083), expense (1063), burglar, weapon, wrench, garage, automobile, chauffeur

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Give class short drill on EXERCISE IX in the Appendix to this Manual.

Lesson 1161

Review Words: treason (1014), treacherous, easily, breadth (1131), earnest (1003), peaceful, streaked (1004), weapon (1122), wealthy, wreath (1060), death (1024), dealt (1014), beauties (1074), feature (1130), knead (1077)

See *Suggested Lesson Plan G* page 300.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1162

New Words: cou ra geous
(kū-rā'jūs)

Review Words: courage (1019), courteous, drought (1134), route, journal (1011), doubtless, encourage (1032), mourning (1061), group, surround, outrage, poultry (1074), thorough, tough

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ēdge, novēl, refēr; right, sin; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1163

New Words: del i cate, or di na ry
(dĕl'ĭ-kât) (ôr'dĭ-nâ-rĭ)

Review Words: innocent (1008), modest, blushed, fear, jealous, staring, offend, threaten, insult

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1164

New Words: At lan tic
(ăt-lăn'tĭk)

Review Words: depot, Pacific Ocean, estimate, exact, breadth (1131), width, president, secretary, countries, independent

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1165

New Words: sim ply
(sĭm'plĭ)

Review Words: wholly (1141), immediately (1054), prophet (1090), prophecy (1090), airplane, gasoline, commerce, import, possible (858), doubtless

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Go back with the class for a review of the suggestions on page 2 in their texts.

Lesson 1166

New Words: board ing, warp, warped
(bôrd'ĭng) (wôrp) (wôrpd)

Review Words: board, rough (767), shrink, surface, ceiling (489), building, turpentine, acid (1150), cement (951), clean, build (254), stain

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōot, fōot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1167

Review Words: supplied (1130), siege (1006), horrid, destroyed, control (1024), conquer (1016), science, deeds, cartridge, carefully

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1168

Review Words: cemetery (1071), experience (1051), independence, judgment (1023), innocent (1008), grateful (1041), descend (993), develop (998), occurred (1083), opposite (1042), principles (1009), privilege (1041), missionary (1008), population (999), possession (1010)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1169

New Words: local
(lō'kāl)

Review Words: dealer, supplied (1130), suburb, families, expense (1063), wealthy (1161), convenient (1034), complain, poultry, restaurant (886)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1170

Follow directions printed in the pupils' text. See § 42, § 43, Chapter IV; also, page 2 in the pupils' textbook.

Review List

absence (812)	allowed (334)	application (895)	aviator (974)
accept (676)	all right (673)	appreciate (894)	bargain (903)
accident (858)	already (244)	arbor (1070)	because (210)
account (912)	although (731)	arctic (1010)	beginning (272)
accurate (1139)	amusement (1030)	athletics (1002)	believed (374)
achieve (1021)	annually	attacked (931)	benefited (882)
action	answered (290)	audience	bouquet (769)
address (475)	anxious (812)	August (449)	breadth (1131)
advertisement (863)	apologize (945)	author (640)	burglar (992)
airplane	apparatus (100)	autumn (632)	business (414)

âte, senâte, râtre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü; bôot, fôot; found; boil; functiôn; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

calendar (467)	direct	gasoline (767)	noticed
cancel (1128)	direction (594)	generally (1068)	nuisance (1012)
cancellation	disagree	government (649)	object (1118)
candidate (959)	disappeared (904)	governor (649)	occasion (1049)
canvas (1034)	disappointed (895)	gradually (1000)	occasionally
capital (889)	discovered	graduated	(861)
cartridge (1112)	discuss (1118)	grateful (1041)	occurred (1083)
celebrated (686)	disease (877)	guess (432)	omit (1060)
cemetery (1071)	disgrace	height (993)	opponent (1042)
central (1044)	dishonest (1111)	honor (1031)	opportunity
chauffeur (979)	disobeyed (1026)	horrible (1113)	(1003)
choice (727)	dissatisfied	hospital (787)	opposite (1042)
climate	district (1116)	illustrated	ordinary (1163)
cocoa (1017)	disturbed (992)	imaginary (1101)	organized (1043)
column (645)	doubtless	immediately (1054)	oxygen
commit (1084)	earnest (1003)	immense (1123)	pardon (1018)
committee (965)	easily (1039)	impatient (1045)	parallel (903)
complain (1135)	echoes (1101)	imperative (1064)	particular (1062)
complaint	educate	important (836)	patience (1028)
complete (1109)	effect (1127)	impossible (1031)	peculiar (1119)
compliment (1075)	effort	improvement (1022)	peddler (935)
concert	eighty (993)	include (1159)	people (149)
conduct	election (959)	independent	persuade (1106)
confessed (1036)	elevator (1044)	industrious	pneumonia (878)
congress	embroidery (1127)	industry	popular (1030)
conquered (1016)	encouraged (1032)	initial (997)	population (999)
considered	entertain (1087)	innocent (1008)	position
contained	entirely	interested (1004)	possession (996)
continually (1135)	entrance (1055)	interrupt (1118)	possible (858)
contrary	especially (998)	introduce (1087)	president (649)
control (1024)	estimate	jealous (856)	principal (472)
convenient (1034)	excel (995)	journey (814)	principle (1009)
cordially (1087)	excitement (1024)	judgment (1023)	privilege (1041)
courage (1019)	excursion	justice (1014)	probably (1032)
courteous (1019)	exercise (717)	kerosene (829)	proceed (1000)
credit	exhibit (994)	knowledge (1004)	procession (996)
crimson	expense (1063)	linen (1007)	program
cushion	experience (1051)	liquid (1047)	pronunciation
custom (1025)	explanation	literature (1159)	(1062)
customary (1025)	factory (839)	luncheon (1017)	proper (1072)
deal (1064)	failure	machinery (844)	punctual (1015)
dealt (1014)	favorite (675)	manufacture	puncture (782)
death (1024)	feature (1130)	measured (593)	pursued (1016)
deceive (1031)	February (449)	mentioned (841)	recently (1084)
decided	fertile (913)	mischief (838)	receipt (907)
definition	finally (559)	mischievous (1056)	received (475)
delicious (1037)	foreign (759)	modern (1013)	recipe (1037)
delivery	forth (1016)	motor (767)	reference (944)
depth	fortunate (672)	mysterious (904)	region (1010)
descend (993)	fragrant (1060)	natural	regret (1056)
description (855)	frequent (1102)	necessary (820)	regular (1015)
destroyed (1150)	furious (1079)	neighbors (449)	repaired (919)
develop (998)	future	niece (737)	representative
difficulty (1002)	garage (606)	nonsense (1056)	(1009)

republic (1019)	scissors (747)	succeed (633)	toward (499)
request (1145)	searched (823)	successful (827)	treacherous (1001)
require (1022)	season (632)	suitable (1075)	Tuesday (301)
respectfully (651)	seize (995)	superintendent (835)	unconscious (1141)
restaurant (886)	sensible (1023)	support (1099)	usually (861)
ridiculous (1067)	separate (416)	supposed (1046)	valuable (1082)
route (1000)	several (756)	surface (1129)	villain (1001)
royal (1100)	severe (1059)	surprised (551)	visitors (730)
rumor (1067)	shrewd (1063)	surrounded	voyage (1018)
satisfactory (1022)	siege (1006)	suspicious (1000)	wealthy (1161)
scholar (1004)	signature (907)	system (1109)	weapon (1122)
scarcely (1119)	sincerely (651)	temperate (1105)	weather (616)
scene (665)	society (1030)	temperature (882)	Wednesday (302)
scenery (865)	sorrow (1103)	thorough (1054)	whether (488)
scheme (662)	special (638)	timid (1113)	wholly (1141)

INTRODUCTION TO EIGHTH YEAR

As in the seventh year, the teacher in the eighth year may, if spelling has been properly taught in the earlier years, assume that pupils have learned *how to study* spelling. That is, each pupil should now be able to diagnose his own spelling difficulties; he should have formed the habit of reviewing words independently with a frequency corresponding to the degree of their difficulty *for him*; he should have acquired a method for learning to spell new words as he comes to need them in his writing; he should have developed a "spelling conscience". If this situation can be assumed, the work of the eighth year may generally follow the routine of (1) testing on words studied independently; and (2) teaching in class only those words which are misspelled by a number of pupils.

At the beginning, however, of this year, the teacher should definitely ascertain whether pupils have developed the above capabilities and habits. If they have not, they must certainly develop them during the eighth year. See Lesson 1171 in the Spelling Text. This accomplishment will be possible by insistence that pupils follow the suggestions for study and review given on page 44 in their texts.*

Reread letter on page xii.

* See footnote to *Suggested Lesson Plan H*, page 352.

Suggested Lesson Plan H

*(For Eighth Year)**

STEP I. TEST:

Teacher dictates, in phrases or sentences or in a paragraph, all words of the lesson, and also any words which have been misspelled by a number of pupils in the test in the preceding lesson.

STEP II. CHECK ERRORS:

Each pupil checks his own paper to discover possible errors. The words of the test may be spelled orally to the class by the teacher or by some pupil whose paper is letterperfect. Each word should be pronounced distinctly and spelled slowly with a slight pause between syllables. Each misspelled word should immediately be obliterated by the pupil and written correctly above the error or on the margin of his paper. (See *Testing Spelling and Checking Errors*, page 205.)

For purposes of review, the teacher should then ascertain what words have been misspelled and ask for a show of hands to indicate the number of pupils who have misspelled each.

STEP III. TREAT ERRORS:

Assign to the pupils concerned, for independent individual study, any word misspelled by only one or two pupils. Each pupil should add to the list which he keeps in his spelling pocket, any word he has misspelled in the test.

* If, in any class of this grade, a majority of the pupils are using the *Spell-to-Write Spelling Books* for the first time, it is suggested that the teacher follow *Suggested Lesson Plan F (for Sixth Year)*, page 252, in teaching the lessons which follow.

Teach any word which has been misspelled by a number of pupils in the test. Any or all of the steps indicated in (1) to (8) below may be taken, if necessary, in teaching a word. Emphasis should vary according to the degree of its difficulty *for these pupils*, as indicated by the test.

(1) **Teacher writes the word on the blackboard and then pronounces it distinctly but without exaggeration. The word must not be presented with syllables separated by spaces or hyphens.*** Such procedure would tend to give the pupil a faulty impression of the word as a whole.

(2) **Pupils pronounce the word correctly several times.** The teacher may call upon several pupils in turn and then upon the group in concert.†

(3) **Pupils use the word orally in sentences.** The teacher may call upon several pupils in turn, until it becomes reasonably certain that all members of the class are familiar with the meaning and use of the word.

(4) **Teacher may indicate any troublesome part of the word** by tracing it in colored crayon, by underlining it, or by otherwise directing attention to it, *but never by calling attention to any wrong way of spelling it.*

(5) **Teacher indicates syllabication of word** by pronouncing each syllable and at the same time tracing with pointer an imaginary curved line under it, and then by spelling the word orally; for example, *p-e-r—p-e-n—d-i-c—u—l-a-r* (pausing briefly at the end of each syllable without pronouncing the syllable). In this step the teacher should pronounce the word before and after each spelling.

* For the convenience of the teacher the new words in each lesson in this Manual are separated into syllables by spaces. They should not, however, be presented in this manner to pupils.

† Concert work is usually neither valuable nor safe unless it is preceded or followed by individual work.

(6) Several pupils in turn are called upon to spell the word orally, as in (5) above.

(7) The entire class with eyes closed, spell the word orally while each endeavors to picture to himself the word as it appears in written form. Then each opens his eyes and compares his "picture" with the word as it is written on the blackboard.

(8) Each pupil writes the word, quietly pronouncing each letter as he writes it, and then compares the word as he has written it with the word as it is spelled on the blackboard or in the book.

STEP IV. MAKE ASSIGNMENT FOR INDEPENDENT STUDY:

Assign for independent study, the new words, and for independent review, the review words, of the next lesson. Call attention to any particular letter or syllable which may present especial difficulty.

Occasionally call attention to the importance of each pupil's reviewing the words in his spelling pocket, and of keeping this personal list revised.

Encourage pupils to form small study groups to assist one another in improving individual methods of study, to test one another on words listed in spelling pockets, to examine critically written work to be handed in, and to assist one another in all possible ways in order to make perfect scores in spelling tests and in all written work.

Lesson 1171

Read INTRODUCTION TO EIGHTH YEAR, page 351.

The class should begin the eighth year's work with a determination to complete the mastery of all the "words commonly used in writing," and, if they have not already done so, to master a method of learning such other words as they may need or may wish to use in writing. The teacher should be sure that every pupil understands this to be the definite aim in the work of the eighth year. Take the full lesson period, if necessary, to discuss this matter and to bring all members of the class to this understanding of the purpose of the year's work. Study with the class the suggestions given on page 44 in their texts.

Lesson 1172

New Words: com fort, com fort a ble, sal a ry, pro vide
(kūm'fērt) (kūm'fērt-ā-bl) (sāl'ā-rī) (prō-vīd')

Review Words: advantage, carefully (496), convenient (1034), expense (1063), include (1159), require (1022), savings, whole (521), reduce, enough (366), earned, whether (616)

See *Suggested Lesson Plan H*, page 352.

Suggested dictation exercise: On the *whole*, these were more *comfortable* times. Now that the clerk earned a larger *salary* than before, he was able to *provide enough* for his family to eat and to give them some added *comforts* as well. Whenever he could, he *reduced expenses* and by *carefully* guarding his *savings* he was in time able to give his children some of the *advantages* he had always wanted them to have.

You will be *required* to *include* all the children *whether* or not you wish to do so.

See § 13, Chapter IV, before teaching *salary*, if misspelled in the test.

See § 42, § 43, Chapter IV.

Lesson 1173

New Words: be hav ior, ir ri tate, dis ci pline
(bē-hāv'yēr) (ir'ī-tāt) (dis'ī-plīn)

Review Words: conduct, disagreeable (1115), control (1024), grumble, loudly, temper, courteous (1019), impatient (1045), interrupt (1118), patience (1028), offend, persuade (1106)

See *Suggested Lesson Plan H*, page 352.

See § 24, § 26, § 27, Chapter IV.

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; seêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû; bôot, fôot; found; boil; functiôn; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Suggested dictation: His *behavior* so irritated me that I could scarcely control my *temper*. He often *grumbled* loudly when I asked him to do something for me. He *interrupted* me frequently. In short his *conduct* was most *disagreeable*. I finally *persuaded* myself that the boy simply lacked *discipline*. I talked kindly to him and showed him wherein his conduct *offended*. After that he was much more *courteous*.

Dictate, also in sentences, any words misspelled in the test of the preceding lesson.

Lesson 1174

New Words: from *tier*, *neu*tral, *op*posed
(frŏn'tēr) (nŭ'trāl) (ô-pôzd')

Review Words: courage (1019), defend (1016), protect (1019), effort, emergency (1112), endure, horrible (1113), impossible (1031), destroyed (1150), patriot, occupy, border (1081)

See *Suggested Lesson Plan H*, page 352.

Suggested dictation: A *patriot* must be ready at all times to *defend* his country in any *emergency*. If enemies threaten to *occupy* his *border*, he must be ready to go forth to battle to *protect* his people and keep their homes from being *destroyed*. He may have to *endure* such *horrible* sufferings that it becomes almost *impossible* to sustain his *efforts*. Still he must keep up his *courage*.

During the Great War, the *frontiers* of *neutral* countries were crossed so quickly that it was *impossible* at once to *oppose* the on-coming troops.

Dictate, also in sentences, any words misspelled in the test of the preceding lesson.

See § 25, Chapter IV, before teaching *neutral*, if misspelled in the test.

See § 42, § 43, Chapter IV.

Lesson 1175

New Words: *symp* toms, *diph* the ri a, *quar* an tine
(sĭmp'tŭmz) (dĭf-thĕ'ri-ă) (kwŏr'ăn-tĕn)

Review Words: contagious (1078), severe (1059), consider, tuberculosis, disease (877), headache, ache (327), inflamed, gargle (1156), immediately (1054), especially (998), exhibit (994)

See *Suggested Lesson Plan H*, page 352.

Suggested dictation: The child *exhibited* all the symptoms of *diphtheria*. She complained of an *inflamed* throat, of a *severe* headache, and *especially* of *aches* all over her body. The doctor gave her a *gargle* which *immediately*

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, novĕl, refĕr;
right, sĭn; cōld, ōbey, cōrd, stŏp, cŏmpare; ūnit, ūnite, būrn, cŭt, focŭs, menŭ;

relieved her throat. He was not sure that her *disease* was *contagious*, but, since it looked like *diphtheria*, he put a *quarantine* sign on the house.

Tuberculosis is the proper name for a disease commonly called consumption.

Dictate, also in sentences, all words misspelled in the test of the preceding lesson.

See § 25, Chapter IV, before teaching the first two words, if necessary; also see *Correcting Habits of Faulty Spelling*, page 13.

Lesson 1176

New Words: cam paign, po lit i cal, of fi cial
(kām-pān') (pō-lit'i-kāl) (ō-fish'āl)

Review Words: district (1116), local (1169), population (999), committee (965), representative (1009), candidate (959), people (149), ballot, office, elected (965), complete, disagree

See *Suggested Lesson Plan H*, page 352.

(On the assumption that the teacher has become thoroughly familiar with *Suggested Lesson Plan H*, less frequent reference will be made to it from this point on except at the beginning of the second half of the year.)

Suggested dictation: When a man wishes to become a public *official*, he must first present himself before the people as a *candidate* for *office*. Then he must carry on a *political campaign* in his *district*. His *local committee* usually appoints a *campaign manager* to conduct an effective campaign. As a rule, there are other *candidates* running for the same *office*. These men may *disagree completely* in their *political platforms*. When the time comes to vote, the people go to the polls and cast their *ballots*. The man elected becomes the official *representative* of all the people, that is, of the whole *population* of the district, including the minority who did not vote for his election.

Dictate, also in sentences, the words misspelled in the test of the preceding lesson.

Lesson 1177

New Words: fa mous, gen ius, ex traor di na ry
(fā'mūs) (jēn'yūs) (ēks-trōr'dī-nā-ry)

Review Words: concert, foreigner (1041), Russian, violin, stage, theater, February (449), fourth (445), attended (900), musician, program, compliment (1075)

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 1178

New Words: dawn, ho ri zon, ap peared
(dón) (hō-rí'zn) (ă-pěrd')

Review Words: color (306), crimson, streaked (1104), scene, peaceful (1104), pleasant (493), mountain (473), summit (1002), weather (616), valley (689), moist, entire (1122)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1179

New Words: dis guise, fa mil iar, rec og nize
(dīs-gīz') (fā-mīl'yār) (rěk'og-nīz)

Review Words: features (1130), feminine, recollect (1096), reunion, former, forgotten, cordially (1087), among (244), friends (351), curiosity, introduce (1087), instantly

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1180

New Words: ed u ca tion, am bi tion, ca reer
(ěd"ŭ-kā'shŭn) (ăm-bīsh'ŭn) (kā-rēr')

Review Words: discipline (1173), knowledge (1004), privilege (1041), educated, fortunate, considered, scholar (1004), learned (252), achieved (1021), initial (992), interested (1004), develop (998)

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 30, § 31, § 32, also § 13, § 14, Chapter IV, before calling attention to what is printed in line border in the pupils' texts.

Assignment suggestion: See § 9, § 10, and § 25, Chapter IV, in relation to *mortgage*.

ăte, senăte, răre, căt, locăl, făr, ask, párade; scēne, évent, ědge, nověl, refēr: ríght, sín; cōld, óbey, cōrd, stōp, cōmpare; ūnit, ūnite, búrn, cút, focūs, menű;

Lesson 1181

New Words: mort gage, due, sher iff
(môr'gāj) (dū) (shēr'ff)

Review Words: interest due, salary (1172), provide, comfort (1172), business (414), canel (1128), borrow, easily (1039), failure, ordinary (1163), principal (472), punctual (1015), probably (1032)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 11 and § 12, Chapter IV, in relation to *due*.

Lesson 1182

New Words: de ceit ful, o ver bear ing, re prove
(dě-sēt'fōol) (ō"vēr-bār'ing) (rē-prōv')

Review Words: behavior (1173), irritate (1173), provoke (1043), deceive (1031), insult, pardon (1018), truthful (1132), false (1024), either (359), their (122), statement (1024), regret (1056)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 28, § 29, Chapter IV.

Lesson 1183

New Words: pre par a to ry, dec la ra tion, prep a ration
(prē-pār'a-tō-rī) (děk'lā-rā'shŭn) (prēp'a-rā'shŭn)

Review Words: frontier (1174), neutral (1174), organize (1043), seize (995), conquer (1016), annex, outrage (1093), hinder, doubtless, modern (1013), imperative (1064), helpful

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 24, § 26, § 27, Chapter IV.

Lesson 1184

New Words: san i ta ry, in com plete, ven ti la tion, ven ti late
(săn'ī-tā-rī) (in'kōm-plēt') (vēn'tī-lā'shŭn) (vēn'tī-lāt)

Review Words: symptoms (1175), diphtheria (1175), experience (1051), quarantine (1175), severe (1059), generally (1068), linen (1017), canvas (1034), a great (313) deal, easily (1039) deceived (1031)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1185

Dictate in sentences, all words misspelled in the test of the preceding lesson.

Devote a few minutes to a serious consideration of the proper use of the spelling pocket. See § 42, § 43, Chapter IV. Read for the class and interpret the paragraph, on page 13, headed *Correcting Habits of Faulty Spelling*. Impress upon the class the value of coöperation, one with another, in efforts to score 100 per cent. in spelling by the end of the year. Ask each pupil to devote his attention not so much to surpassing his neighbor as to helping his neighbor to do better spelling—perfect spelling if possible—day by day, in all his written work.

Lesson 1186

New Words: con ven tion, pre lim i na ry, poli tics, ex ec u tive
(kôn-vën'shûn) (prê-lîm'î-nâ-rî) (pôl'î-tîks) (êg-zêk'û-tîv)

Review Words: election (959), campaign (1176), excitement, honor (1031), political (1176), official (1176), division, population (999), organized (1043), national, occur (1083), opposed (1174)

Dictate in sentences, the words of this lesson.

Lesson 1187

New Words: mat i nee, per form anee, at tend ance
(măt'î-nâ') (pêr-fôr'măns) (ă-tên'dăns)

Review Words: genius (1177), famous (1177), appear (1178), Wednesday (302), popular (1030), recognize (1179), opera, gallery (1055), vacant (1091), occasion (1049), festival (1039), guitar (1066)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1188

New Words: at mos phere, e clipse, par tial, dense
(ăt'môs-fêr) (ê-klîps') (păr'shăl) (dêns)

Review Words: dawn, horizon (1178), entire (1122), effect (1127), opposite (1042), recently (1084), scarcely (1119), discovery (1010), extraordinary (1177), occurred (1083)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

âte, senâte, râre, căt, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr;
rîght, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, búrn, cût, focûs, menû;

Lesson 1189

New Words: ap pear ance, per son al, mas cu line, hand some
(ă-pēr'āns) (pūr'sūn-ăl) (mās'kū-līn) (hān'sūm)

Review Words: peculiar (1119), particular (1062), description (855), title (1103), athletic (1002), athlete, wrestle (1133), wrestling (1133), weight (751), mustache, familiar (1179), because (210)

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled the test of the preceding lesson.

Lesson 1190

New Words: col lege, u ni ver si ty, schol ar ship
(kōl'ēj) (ū'nī-vūr'sī-tī) (skōl'ēr-shīp)

Review Words: education, ambition, career, science (1149), athletics (1002), professor, literature (1159), poetry (1159), ordinary (1163), pursued (992), regular (1015), complete

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See sentence in italics, page 13.

Read for the class what is said on page 24 on the *Development of a Spelling Conscience*.

Lesson 1191

New Words: in sur ance, pre mi um, per cent age
(īn-shōōr'āns) (prē'mī-ūm) (pēr-sēn'tāj)

Review Words: mortgage (1181), offered, received (475), permit (1144), finally (599), sheriff, miser, shrewd (1063), omit (1060), forty (399), deed, cancel (1128), payment was due, until paid

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1192

New Words: con ceit, con ceit ed, im pu dent, dis like
(kōn-sēt') (kōn-sēt'éd) (īm'pū-dēnt) (dīs-līk')

Review Words: deceitful (1182), overbearing, provoked, falsehood, reprove, resent, disguise (1179), proper (1072), regretted (1046), modest (1154), rude, instead (469)

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

See § 24, also § 13, § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1193

New Words: al li ance, a broad, ex pe di tion, ren der
(ă-lî'âns) (ă-brôd') (ěks"pě-dîsh'űn) (rěn'děr)

Review Words: declaration, preliminary (1186), incomplete (1184), voyage (1010), inspect (1012), direct, weapon (1122), khaki (996), seized (995), assistance (863), immediately (1054), preparatory (1183)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1194

New Words: phy si cian, ap pen di ci tis, op er a tion, mir a cle
(fî-zîsh'ăn) (ă-pěn"đî-sî'tîs) (ôp"ěr-ă'shűn) (mîr'ă-kl)

Review Words: sanitary (1184), ventilate (1184), ventilation (1184), preparation (1183), difficulty (1002), recover, prepare (708), carefully (496), proceed (1000), siege (1006), skeleton (1108), mere

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1195

New Words: cit i zen, in tel li gent, in flu ence
(sîť'î-zěn) (în-těľ'î-jěnt) (în'flôo-ěns)

Review Words: convention, candidate (959), independent (970), governor, executive, personal (1189), politics (1186), attendance (1187), persuade (1106), factor (1128), always (193), choose

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Read for the class § 42, Chapter IV, and endeavor to impress upon the minds of pupils that this suggestion is made to help each one to concentrate his attention upon *his own* spelling difficulties.

Lesson 1196

New Words: quar tet, choir, or ches tra, com bi na tion
(kwôr-těť') (kwîr) (ôr'kěs-tră) (kôm"bî-nă'shűn)

âte, senâte, râtre, căt, locâl, fâr, âsk, párade; scêne, êvent, ědge, nověl, refěr; rîght, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, búrn, cút, focűs, menű;

Review Words: feature (1130), usual, omitted (1046), request (1154), again (203), which (223), favorite, eclipse, entertain, matinee (1187), performance (1187), appearance (1187)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1197

New Words: mois ture, de gree, frig id, change a ble
(mois'tûr) (dê-grê') (frij'id) (chân'jă-bl)

Review Words: atmosphere (1188), curtain (514), dense, drizzle (1134), Tuesday (301), entirely (1122), arctic (1010), temperature (882), severe (1059), region (1010), airplane, descend (993)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1198

New Words: dis tin guished, bear ing, no ble
(dis-tîŋ'gwîsht) (bâr'îng) (nô'bl)

Review Words: masculine, spirit (1013), discipline (1173), captain (815), company, handsome, procession (1010), royal, wonderful, route (1000), column (645), guard

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1199

New Words: com mence ment, dî plo ma, es say, o ra tion
(kô-měns'měnt) (dî-plô'mă) (ěs'ă) (ô-ră'shûn)

Review Words: graduate, scholar (1004), excel (995), university, college (1190), course, vacation, to-morrow, appreciate (894), scholarship, splendid (1066), closing

See § 13, § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1200

Dictate in sentences, all words misspelled in the test of the preceding lesson.

The remainder of this period should be spent in supervised study. The teacher should endeavor to secure the active attention of each pupil upon his

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

own spelling difficulties as indicated by the words he has misspelled in his tests. If any pupil has failed to keep this list, take occasion to show him that under these circumstances he must of necessity engage in miscellaneous rather than *specific* corrective work. *Corrective work in spelling, to be effective, must be on specific words and their troublesome parts, and each pupil must work on his own spelling difficulties.*

Lesson 1201

New Words: in come, com mer cial, fi nan cial
(in'kŭm) (kō-mŭr'shāl) (fī-nān'shāl)

Review Words: insurance (1191), premium, rate, salary (1172), percentage, provide, expense (1063), support (1099), estimate, excellent (827), although, scarcely (1119)

See *Suggested Lesson Plan II*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1202

New Words: sar cas tic, an noyed, re proof
(sār-kās'tik) (ā-noid') (rē-prōōf')

Review Words: conceited (1192), impudent (1192), irritate (1173), nonsense, obedient, dislike, helper, housekeeper, chores, busy (168), sensible (1023), satisfied

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1203

New Words: pow er, u nite, as so ci ate, trip le
(pow'ēr) (ŭ-nīt') (ā-sō'shī-āt) (trīp'l)

Review Words: frontier (1174), occupy, conquered (1016), region (1010), neutral (1174), siege (1006), abroad (1193), grief, destroyed (1150), combination, alliance (1193), expedition

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1204

New Words: in flam ma tion, ex haust ed, re lief
(in'flā-mā'shŭn) (ĕg-zōst'ĕd) (rē-lĕf')

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, ĕvent, ĕdge, novĕl, refĕr;
right, sîn; cōld, ôbey, cōrd, stōp, cōmpare; ŭnit, ŭnite, bŭrn, cŭt, focŭs, menŭ;

Review Words: physician, operation (1194), miracle, stomach (758), symptoms (1175), appendicitis (1194), effect (1127), comfort (1172), gradually (1000), render, moaned, camphor (1068)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1205

New Words: re·pre·sent, ma·jor i ty, com·mu ni ty, de·moc ra cy
(rēp'rē-zēnt') (mā-jōr'i-tī) (kō-mū'nī-tī) (dē-mōk'rā-sī)

Review Words: citizen, intelligent (1195), influence (1195), campaign (1176), political (1176), representative (1009), republic (1019), official (1176), govern (1099), principles (1009), privileges (1041), consider

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Impress on the minds of the members of the class the importance of keeping the list in the spelling pocket reduced by constant review and by eliminating from the list, words which have been mastered.

Lesson 1206

New Words: art, art ist, med al
(ärt) (är'tīst) (mēd'al)

Review Words: genius (1177), famous (1177), already (244), career, rival (1053), succeed, dawn, perfect, certainly (933), choir (1196), quartet, honor (1031)

See § 11, § 12, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1207

New Words: day break, glimpse, ear li est, a wait
(dā'brāk") (glīmps) (ēr'li-ēst) (i-wāt')

Review Words: view (665), changeable (1197), frigid, moisture, drizzling, horizon (1178), compare, separate (416), coming (107), through (344), where (122)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 1208

New Words: ban *quet*, an *ni ver sa ry*, *sou ve nir*
(băn'kwět) (ăn'í-vúr'sà-rí) (sōō'vê-nêr')

Review Words: orchestra (1196), eighty (993), appeared (1178), delicious, occurred (1083), festival (1039), celebration, compliment (1075), distinguished, oration, to-night, familiar (1179)

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1209

New Words: lit *er a ry*, pro *fes sion*, prob *a bly*
(lít'êr-â-rí) (prô-fësh'ûn) (prôb'â-blí)

Review Words: degree, commencement (1199), diploma (1196), rivalry (1032), object (1118), noble, ambition, extraordinary (1177), education, writing (287), reward, excel (995)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1210

New Words: dis *cuss*, dis *cussed*, em *pha size*, em *pha sized*
(dís-kûs') (dís-kûsd') (êm'fâ-síz) (êm'fâ-sízd)

Review Words: subject, essay, chosen, prairie (669), agriculture, bearing, commerce, manufactured, opposed (1174), countries (648), forests, scenery (865)

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Until each pupil in the class is made to understand that *his* progress in spelling will depend chiefly upon *his own* efforts directed to the correction of *his own* habits of faulty spelling and the solution of *new* difficulties which he encounters, there is little chance that he will profit greatly by any instruction the teacher may give.

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, êvent, êdge, novêl, refêr;
rîght, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, búrn, cút, focûs, menû;

Lesson 1211

New Words: as ses sor, tax es, im pose
(ă-sēs'ēr) (tăks'ēz) (im-pōz')

Review Words: income, fortune, wealthy (1161), mortgage (1181), settle, comfortable (1172), commercial (1201), financial, cancellation, merely (997), regular (1015), satisfactory (1022)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1212

New Words: ab surd, blun der, em bar rass, em bar rased
(ăb-sûrd') (blŭn'dēr) (ēm-băr'ās) (ēm-băr'ăsd)

Review Words: innocent (1008), annoyed (1202), disgrace, reproof, dishonest (1111), discharge, sarcastic, deceitful (1182), omitted (1046), due to carelessness

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1213

New Words: strength en, strength ened, con nect, con nec tion
(strĕng'thn) (strĕng'thnd) (kŏ-nĕkt') (kŏ-nĕk'shun)

Review Words: overbearing, struggled (1059), stubborn (1059), power, unite, relief (1204), declaration, preparation (1183), incomplete (1184), democracy (1205), justice (1014), conquered (1016)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1214

New Words: neu ral gi a, sen si tive, af fect, af fect ed
(nŭ-răl'jĭ-ă) (sĕn'st-tĭv) (ă-fĕkt') (ă-fĕk'tĕd)

Review Words: hoarse (419), exhausted (1204), inflammation (1204), diphtheria (1175), contagious (1078), quarantine (1075), ventilate (1184), sanitary (1184), probably (1032), atmosphere (1188), ventilation (1184), immediately (1054)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; function; chase; good; joy; **then**, **thick**; **hw** = wh as in **when**; **zh** = z as in **azure**; **kh** = ch as in **loch**. See *pronunciation key* in Appendix.

Lesson 1215

Dictate in sentences, any words misspelled in the test of the preceding lesson.

See § 31, Chapter IV.

It is a great mistake to assume that the words learned in any given school year will necessarily be remembered and their correct spelling become automatic in subsequent years, *unless they are reviewed again and again in use*. This is not always possible, and so it would seem wise to go back at periodic intervals for systematic review of the words taught in a previous grade.

(A cumulative review is of course provided for at the end of each year in the texts.)

Lesson 1216

New Words: cen sus, pub lic, in crease, great ly
(sěn'sūs) (püb'lik) (in-krēs') (grāt'li)

Review Words: population (999), neighborhood (1022), dense, community (1205), majority, immense, sheriff, politics (1186), publish, particular (1062), generally (1068), recently

Dictate in sentences, the words of this lesson.

Lesson 1217

New Words: car toon, com i cal, rid i cule
(kär-tōön') (kōm'ī-kāl) (rīd'ī-kūl)

Review Words: represent, emphasize, ridiculous (1067), appearance (1189), personal (1189), homely, souvenir (1208), disguise (1179), masculine, artist, flatter (1029), drawn

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1218

New Words: in sect, in stinct, it self
(in'sekt) (in'stīnkt) (it-sēlf')

Review Words: daybreak, glimpse, earliest, fragrant (1060), gaping, fleecy (1057), heaven, height (993), flight (1093), thirst (1107), stream, timid

See § 13, § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

ate, senâte, râre, căt, locâl, fâr, âsk, párade; scêne, évent, édge, novêl, refêr;
rîght, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bârn, cût, focûs, menü;

Lesson 1219

New Words: wealth, ex trav a gant, ex treme, ex treme ly
(wěłth) (ěks-tráv'a-gánt) (ěks-trēm') (ěks-trēm'lı)

Review Words: banquet (1208), eclipse, anniversary (1208), medal (1206), handsome, valuable (1082), bureau (701), furniture, household, neighbors (449), their (122), possessions (1010)

See § 13, § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1220

New Words: lec ture, dis cus sion, in sti tute
(lěk'tūr) (dıs-küş'ăn) (ın'stıt-tūt)

Review Words: convention, attendance (1187), preparatory (1183), college (1190), university, profession, literary (1209), literature (1159), illustrate, dealt (1014), sometimes, occurred (1083)

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Discuss with the class the directions given on the spelling pocket, and insist that the pocket can fulfill its function only for such pupils as will consistently follow directions.

Lesson 1221

New Words: hum ble, de cent, cir cum stanc es, re spect a ble
(hŭm'bl) (dě'sěnt) (sŭr'kŭm-stāns-ěz) (rě-spěk'tá-bl)

Review Words: premium, insurance (1191), embarrassed (1212), industry, necessary, impossible (1031), miser, afford (915), can't (409), cause, won't (293), possible (858)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1222

New Words: awk ward, clum sy, stu pid
(ók'wěrd) (klŭm'zı) (stŭ'pıd)

Review Words: sensitive (1214), ridicule (1217), embarrass (1212), conceit (1192), conceited (1192), ridiculous (1067), failure, possibly, don't (394), encourage (1032), occasionally (861), improve

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1223

New Words: bound a ry, hos tile, com pa nies, dis trib ute
(boun'dá-ri) (hós'tíl) (kūm'pá-níz) (dís-tríb'út)

Review Words: strengthened (1213), ammunition, pursued (992), operation (1194), impose, connect, distinguished, disguised (1179), connection (1213), miracle, immediately (1054), parallel (903)

See § 13, § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1224

New Words: in va lid, fee ble, pa ral y sis
(ín'vá-lid) (fē'bl) (pá-rál'í-sís)

Review Words: affected (1214), neuralgia (1214), strengthened (1213), cripple, hospital, suffer (1049), muscles (758), rheumatism (871), straight (405), physician, appendicitis (1194), delicate

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1225

New Words: ses sion, ieg is la ture, ap pro pri at ed
(sēsh'ūn) (lē'ís-lā'tūr) (ā-prō'pri-āt-éd)

Review Words: census (1216), taxes, assessor (1211), public, executive, governor (649), debate, oration, influence (1194), increase, institute, preliminary (1186)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

The answer to the question printed in line border under this lesson in the text can be found by carefully reading § 13, Chapter IV.

Lesson 1226

New Words: phys i cal, hu mor ous, ex ag ger ate
(fiz'í-kál) (hū'mēr-ūs) (эг-záj'ēr-āt)

Review Words: cartoon, comical (1217), absurd (1212), greatly, easily (1034), especially (998), citizen, journal (1011), recognize (1179), famous (1177), meant (512), doubt

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

âte, senâte, râre, cât, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr; rîght, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Lesson 1227

New Words: ac cus to med, ap par ent ly, ar range ment
(ă-kūs'tûmd) (ă-pâr'ĕnt-lĭ) (ă-rānj'mĕnt)

Review Words: insect, nature, instinct (1218), surround, itself, shelter, color (306), changing, changeable, guard, usually (861), special

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1228

New Words: fash ion, dis play, e lab o rate, va ri ous
(făsh'ûn) (dĭs-plă') (ĕ-lăb'ô-rât) (vā'rĭ-ûs)

Review Words: wealth, extravagant (1219), extreme (1219), orchestra (1196), luncheon (1017), combination, exhibit (994), beautiful, considered, dancing, social (1049), wealthy

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1229

New Words: ar gu ment, sug gest, de clare
(ăr'gû-mĕnt) (sûg-jĕst') (dĕ-klâr')

Review Words: lecture, discussion, thorough (1051), system (1109), center (654), opposite (1042), sphere (1129), moisture, frigid, telescope (1149), supposed (1046), extremely (1219)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1230

Dictate in sentences, any words misspelled in the test of the preceding lesson.

The teacher's preparation for the successful conduct of this period of supervised study or review will consist in a careful study of the parts of words (in Lessons 1226-27-28-29) which have been printed in boldface in this Manual; also, in a study of the varieties of misspellings which have occurred in the tests on these lessons. It is not important that the class agree upon any given words as the hardest, but they should be led to analyze so carefully the words chosen that they may be sure they know what particular part of any given word presents difficulty, and how these difficulties may be overcome.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; **then**, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1231

New Words: me chan ic, a bil i ty, ad vance
(mē-kān'ik) (ā-bil'ī-tī) (ād-vāns')

Review Words: circumstances, humble, respectable (1221), salary (1272), financial, decent (1221), machinist (1051), opportunity, determined, garage, beginning (272), though (344)

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1232

New Words: in tel li gence, mem o ry, ob served
(in-tel'ī-jēns) (mēm'ō-rī) (ōb-zûrvd')

Review Words: intelligent (1195), successful (827), commercial (1201), earnest (1003), patience (1028), discipline (1173), interested, accustomed (1227), you'll, stupid, clumsy, awkward

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Assignment suggestion: The word *pursuit* is very troublesome. Call attention to its difficult parts.

Lesson 1233

New Words: pur suit, en er gy, en gage
(pûr-sût') (ēn'ēr-jī) (ēn-gāj')

Review Words: boundary (1223), frontier (1174), cartridges (1112), distributed (1223), fear, hostile (1223), companies, annoyed (1202), a false report

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1234

New Words: pulse, ar ter y, con sci ous, bare ly
(pûls) (ār'tēr-ī) (kōn'shûs) (bār'lī)

Review Words: feeble, invalid, relief (1204), paralysis (1224), inflammation (1204), exhausted, symptoms (1275), slept, scarcely (817), veins (1098), syringe (1143), lain

See § 13, §14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scēne, ēvent, ědge, novĕl, refēr;
right, sîn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 1235

New Words: sen ate, con sti tu tion, re peal, re pealed
(sĕn'ât) (kŏn'stĭ-tŭ'shŭn) (rĕ-pĕl') (rĕ-pĕld')

Review Words: legislature, session, majority, congress, government (649),
democracy (1205), occasion (1049), extraordinary (1177), introduce,
chief (661), opponent (1042), community (1205), the dome of the
capitol

Dictate in sentences, the words of this lesson and any words misspelled
in the test of the preceding lesson.

Lesson 1236

New Words: di et, nour ish, di gest, di ges tion
(dĭ'ĕt) (nŭr'ish) (dĭ-jĕst') (dĭ-jĕs'chŭn)

Review Words: physical (1226), accustomed (1227), various, gymnastics,
athletic (1002), develop (998), beefsteak, delicate (1163), indigestible
(1077), cereals, poultry (1074), healthy

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled
in the test of the preceding lesson.

Lesson 1237

New Words: mar riage, an nounce, an nounce ment
(măr'ij) (ă-nouns') (ă-nouns'mĕnt)

Review Words: fashion (1228), display, elaborate (1228), arrangement (1227),
appropriate (1225), represent, quartet, choir (1196), glimpse, wreath
(1060), satin, souvenir (1208)

Dictate in sentences, the words of this lesson and any words misspelled
in the test of the preceding lesson.

Lesson 1238

New Words: con ven ience, ar ti fi cial, ar ti fi cial ly
(kŏn-vĕn'yĕns) (ăr-tĭ-fish'ăl) (ăr-tĭ-fish'ăl-ĭ)

Review Words: radiator, refrigerator, electric, zinc, nickel, faucet, trouble,
contain, using, quite, convenient, apparently

Dictate in sentences, the words of this lesson and any words misspelled
in the test of the preceding lesson.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in
when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1239

New Words: sug ges tion, def i nite, pro posed
(sũg-jěs'chũn) (děf'ŷ-nŷt) (prō-pōzd')

Review Words: argument (1229), suggest (1229), discuss (1118), omit (1060), omitted (1046), emphasized, topic, current, decide, purpose, neither, lecture

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1240

New Words: crit i cism, de ci sion
(krŷt'ŷ-sŷzm) (dě-sŷzh'ũn)

Review Words: humorous, exaggerate (1226), declare, literary (1209), impatient (1045), believe (374), mischief (838), denied, except, sure (289), true (386), all right (673)

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 44, Chapter IV. Endeavor to make every pupil understand that reviewing a word consists in an active attempt to *clinch* what he once knew about the order of its letters, and that it calls for the same kind of concentration which he gave to the initial learning of the word.

Lesson 1241

New Words: lodge, ac com mo date, re sort
(lōj) (ă-kōm'ō-dāt) (rē-zōrt')

Review Words: boarding, convenience (1034), public, pleasure, journey (814), comfortable (1172), holiday, lonely, cities (889), satisfied, remain, benefit (882)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1242

New Words: char ac ter, ca pa ble, re com mend
(kăr'ăk-tēr) (kā'pā-bl) (rěk'ō-měnd')

Review Words: ability (1231), intelligence (1232), energy, mechanic, employ, engage, honesty (1064), industry, experience (1051), trial (1073), punctual (1015), achieve (1021)

ăte, senăte, răre, căt, locăl, făr, âsk, pârade; scêne, êvent, ědge, novêl, refêr;
right, sîn; cōld, ôbey, cōrd, stōp, cōmpare; ûnit, ûnite, bûrn, cût, focûs, menû;

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1243

New Words: rem *na*it, re in force, re pel
(rēm'nāit) (rē'in-fōrs') (rē-pēl')

Review Words: officer, squad, encouraged (1032), campaign (1176), medical (1206), connected, heroes, united, action, pursuit (1233), loss, organized (1043)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1244

New Words: chlo ro form, quan ti ty, mor tal, mor tal ly
(klō'rō-fōrm) (kwōn'tī-tī) (mōr'tāl) (mōr'tāl-ī)

Review Words: artery (1234), pulse, observe, sensitive (1214), conscious (1234), barely, irritated (1173), extremely (1219), neuralgia (1214), horror (1101), unconscious (1141), extreme (1219)

See § 9, § 10, § 13, § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1245

Dictate in sentences, any words misspelled in the test of the preceding lesson.

The teacher should be prepared to give the class an interesting interpretation of the simpler facts set forth on pages 2, 3, and 4 of this Manual. (Don't refer to misspellings given on page 4.) Develop and illustrate the idea that the future lawyer, physician, editor or psychologist, for instance, will have need in his writing vocabulary for an additional list of special or technical words which it would not be wise to include in a spelling book for all children. Explain the fact that these needs will differ according to the business or profession in which one is engaged.

Lesson 1246

New Words: lim it, lim it ed, func tion, o rig i nal ly
(līm'īt) (līm'īt-əd) (fŭŋk'shŭn) (ō-rīj'i-nāl-ī)

bōōt, fōōt: found; boil; fuŋction; chase; good; joy; *then*, thick; *hw* = wh as in when; *zh* = z as in azure; *kh* = ch as in loch. See *pronunciation key* in Appendix.

Review Words: constitution, proposed, dividing, allowed (334), important (836), official, senate, senator, announced (1237), repealed (1235)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1247

New Words: mac a ro ni, sir loin, nour ish ment, suf fi cient
(măk"á-rō'ní) (súr'loin") (nūr'ish-měnt) (sũ-fish'ěnt)

Review Words: diet, nourish (1236), digest (1236), digestion (1236), co-coa (1017), luncheon (1017), delicious, strengthen (1213), increase in weight (751), in connection (1213) with

See § 9, § 10, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1248

New Words: res i dence, ar riv al, re cep tion
(rěz'í-děns) (ă-riv'ăl) (rě-sěp'shũn)

Review Words: entrance (1055), announced (1237), wealth, artificial (1238), appeared (1178), extravagant (1219), earliest, greatly (313), wedding, announcement

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1249

New Words: in cor rect, ob jec tion, crit i cize
(ín"kǒ-rěkt') (ǒb-jěk'shũn) (krít'í-síz)

Review Words: object (1118), criticism, suggestion, embarrassed (1212), comical (1217), crimson, cartoon, ridicule (1217), embarrass, photograph (894), familiar (1179), recognize (1179)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1250

New Words: con fide, con fi dence, as sure
(kǒn-fid') (kǒn'fí-děns) (ă-shoor')

Review Words: decision, definite (1239), proposed, treason (1014), treacherous (1001), wretched (1108), statement, lawyer, shield (1028), villain (1001), judge (846), threaten (920)

ăte, senâte, râtre, căt, locăl, făr, âsk, párade; scêne, évent, ědge, nověl, refěr;
right, sîn; cǒld, ǒbey, cǒrd, stǒp, cǒmpare; ũnit, ũnite, bŭrn, cŭt, focŭs, menŭ;

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 28, § 29, Chapter IV, before making comment on the matter printed in line border in pupils' texts.

Lesson 1251

New Words: in con ven ient, in con ven ience, tem po ra ry
(In'kõn-vën'yěnt) (In'kõn-vën'yěns) (těm'põ-râ-rĭ)

Review Words: accommodate (1241), recommend (1242), property, suburbs, owner (672), widow, possession (1010), privilege (1041), mortgage (1181) interest (912) due, under the circumstances

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1252

New Words: civ il, ser vice, se cure, se cured
(sĭv'ĭl) (sûr'vĭs) (sě-kûr') (sě-kûrd')

Review Words: character (1242), capable, examine, position, instituted, legislature, index, filing, assessor (1211), neutral (1174), justice (1014), fairly (1033)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1253

New Words: con fed er ate, des per ate, des per ate ly
(kõn-fěd'ěr-ăt) (děs'pěr-ăt) (děs'pěr-ăt-lĭ)

Review Words: resort, reinforce, repel (1243), dealt (1014), furious (1079), attacked (931), hostile (1223), enemy (929), humble, wounded, mortally (1244), lodged

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1254

New Words: ill ness, weak ness, wea ry
(ĭl'něs) (wěk'něs) (wě'rĭ)

bōōt, fōōt; found; boil; fuñction; chase; good; joy; *then*, thick; **hw** = wh as in *when*; **zh** = z as in *azure*; **kh** = ch as in *loch*. See *pronunciation key* in Appendix.

Review Words: feeble, weak, suffered (1049), pneumonia (878), neuralgia (1214), apparently (1227), nourishment (1247), limit, chloroform (1244), physician, function, thoroughly (1051)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1255

New Words: tariff, accounting, exception
(tǎr'f) (ǎ-kôrd'ing) (ěk-sěp'shŭn)

Review Words: limited, quantity (1244), discussion, political (1176), judgment (1022), impose, sufficient (1247), originally (1246), exact estimate, paralysis (1224) of trade, invalid rule

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

The suggestions printed on page 44 in the texts have a special value for any pupils who have not used this book series in previous grades. Endeavor to make sure that all pupils follow these directions in their individual study and review of words, and in the examination of all manuscripts to be handed in, letters to be sent to friends, etc.

Lesson 1256

New Words: irregular, ceased, re mained, stationery
(i-rěg'ŭ-lār) (sěsd) (rě-mānd') (stā'shŭn-ā-rĭ)

Review Words: apparatus (1040), pulley (1040), pulleys, engine (401), engineer, elevator (1044), emergency (1112), machinist (1051), supposed (1046), caught, struggled (1059), loose (509)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1257

New Words: produce, asparagus, a bun dance
(prō-dŭs') (ās-pār'ā-gŭs) (ā-bŭn'dāns)

Review Words: macaroni (1247), poultry (1074), sirloin (1247), distribute (1223), deliver, delivery, various, supplies (1030), scarce (817), plenty, cheap, itself

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

âte, senâte, râtre, căt, locăl, făr, ăsk, pârade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bŭrn, cŭt, focŭs, menü;

Lesson 1258

New Words: af fec tion, rel a tive, in ti mate
(ă-fěk'shŭn) (rěł'ă-tiv) (in'ti-măt)

Review Words: guest, welcome, confide, reception, residence (1248), arrival (1248), fashion (1228), bouquet (769), elaborate (1228), confidence, remnant (1243), humorous (1226)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1259

New Words: em pha sis, pause, brief
(ëm'fă-sis) (pôz) (brěf)

Review Words: rehearsal, criticized (1249), incorrect, exaggerate (1226), objection, assured (1250), poem (640), quotation, recollect (1096), error, earnest (1003), attempt (917)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1260

Dictate in sentences, any words misspelled in the test of the preceding lesson.

See § 31, Chapter IV.

It is a great mistake to assume that words learned in any given school year will necessarily be remembered and their correct spelling become automatic in subsequent years, *unless they are reviewed again and again in use*. This is not always possible, and so it would seem wise to go back at periodic intervals for systematic review of words taught in a previous grade. (A cumulative review is, of course, provided for in the text at the end of each year.)

This lesson marks the completion of the first half of the year's work. If there should be any time left before the close of the semester, it should be devoted to an intensive review of all hard words studied or reviewed during the year. See § 42, § 43, Chapter IV.

Lesson 1261

New Words: re duc tion, reg u la tion, com pel, com pelled
(rě-dŭk'shŭn) (rěg'ŭ-lă'shŭn) (kôm-pěł') (kôm-pěld')

Review Words: articles (831), principles (1009), majority, suggest (1229), declare, collect (921), tariff, foreign (759), commercial (1201), result, material, barely

bōot, fōot; found; boil; fuñction; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Call attention to the suggestions printed on page 44 in the pupils' texts. See *Suggested Lesson Plan H*, page 352.

Suggested dictation: A *tariff* is placed on the *majority* of all *foreign articles* which are brought into this country. The customs officials are *compelled* to enforce the *tariff regulations* and to collect the *tariff* on such *articles*. These officials also *compel* returning tourists to *declare* the goods which they bring back with them. The *result* of this law is supposed to be the protection of our *commercial interests*.

The builder said he could not afford a *reduction* in the price of houses since there had been no reduction in the cost of building *materials*.

I *suggested* that the public would expect him to administer his office in accordance with the soundest *principles* of public administration.

Lesson 1262

New Words: re fer, re ferred, pre fer, pre ferred
(rê-fûr') (rê-fûrd') (prê-fûr') (prê-fûrd')

Review Words: arrangement (1227), convenience (1238), contract (903), inconvenient (1251), inconvenience (1251), repaired (919), bargain (903), honesty (1064), engage, mechanic, tools, wrench

See *Suggested Lesson Plan H*, page 352.

See § 13, Chapter IV.

Suggested dictation: It did not suit his *convenience* to draw up a *contract*. He *preferred* to *refer* the matter to a *committee* and let them make the necessary *arrangements*.

It was *inconvenient* for me to wait longer, so I *engaged* a *mechanic* at once. We made a *bargain*, and then with his hammer, his *wrench* and his other *tools*, he *repaired* the damage which had caused me so much *inconvenience*.

I *prefer* that the question of the man's honesty be *referred* to his employer.

Dictate, also in sentences, any words misspelled in the test of the preceding lesson.

Lesson 1263

New Words: block ade, de fense, chan nel, chart
(blôk-ād') (dê-fëns') (chăn'ël) (chärt)

Review Words: service (1252), confederate (1253), intelligence (1232), pursuit (1233), desperate (1253), desperately, dense, depth, aboard (1000), stationary (1256), definite (1239), received (475)

See *Suggested Lesson Plan H*, page 352. See § 9, § 10, Chapter IV.

Suggested dictation: The captain said that as soon as he *received definite*

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, évent, ědge, novël, refěr; right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

intelligence that the *blockade* had been removed, he would go in *pursuit* of the *desperate* crew. Meanwhile the ship remained *stationary* in the *channel*. Presently a *dense* fog began to gather. The pilot, who had grown old in the *service*, got out his *chart* and began to study the currents and the depth of the waters.

The villain fought *desperately* in *self-defense*. He was bound, however, and taken *aboard* the ship. His only hope then was that one of his *confederates* might aid him to escape.

Dictate, also in sentences, any words misspelled in the test of the preceding lesson.

Lesson 1264

New Words: dread, *ner vous*, night mare
(drĕd) (nûr'vûs) (nit'mâr')

Review Words: constitution, illness, weakness, energy, pulse, ceased (1256), physical (1226), artificial (1238), nourish (1236), weary, conscious (1234), easiest

See *Suggested Lesson Plan H*, page 352.

Suggested dictation: She became *conscious* that her *physical* condition was not as good as it had been, and that something was sapping her *energy*. Formerly she had had a strong *constitution*. Now the least strain made her *nervous* and *weary*. Her *pulse* became less regular. She was filled with dread, and *nightmares* disturbed her sleep. Finally, the *artificial* efforts which had kept her going could no longer be sustained and she went to bed with a severe *illness*.

In this case, the *easiest* way has *ceased* to be the best way.

Dictate, also in sentences, any words misspelled in the test of the preceding lesson.

Lesson 1265

New Words: cabinet, member, appoint
(kăb'i-nĕt) (mĕm'bĕr) (ă-point')

Review Words: according (1255), exception (1255), temporary, senate, session, privilege (1041), journal (1011), profession, honor (1031), group (848), favor, sincerely

See *Suggested Lesson Plan H*, page 352.

(On the assumption that the teacher has become thoroughly familiar with *Suggested Lesson Plan H*, less frequent reference will be made to it hereafter.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Suggested dictation: *According to the requirements of the Constitution, the President appoints the members of his cabinet. It is both a privilege and an honor to belong to the cabinet. Almost without exception the members of this group of men are well known in their respective professions or business circles.*

During the last session the *Journal* of the *Senate* was prepared for the printer by a temporary secretary.

I *sincerely* hope you will grant me this *favor*.

Dictate, also in sentences, any words misspelled in the test of the preceding lesson.

Lesson 1266

New Words: vault, burial, private, privately
(vôlt) (bêr't-âl) (prî'vât) (prî'vât-lî)

Review Words: cemetery (1071), secure, appropriate (1225), death (1024), mourn (1061), mourning (1061), relative (1258), decent (1221), artificial (1238), diphtheria (1175), sanitary (1184), regulation

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1267

New Words: salmon, sardines, abundant, particularly
(sâm'ûn) (sâr-dênz') (â-bûn'dânt) (pâr-tîk'û-lâr-lî)

Review Words: asparagus (1256), produce (1257), abundance (1257), include (1159), import (1165), provide, coconut, spice, cinnamon, turpentine, dye (1094), immense (123)

See § 25, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1268

New Words: acquaintance, agreeable, accompany, accompany
(â-kwân'tâns) (â-grê'â-bl) (â-kûm'pâ-nî) (â-kûm'pâ-nîd)

Review Words: affection (1258), marriage (1237), married, veil (847), gifts (898), accept (676), civil, sensible (1023), expect, village (667), absence (812), maybe

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

âte, senâte, râre, cât, locâl, fâr, âsk, parade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, bûrn, cût, focûs, menü;

Lesson 1269

New Words: phrase, an a lyze, mod i fy
(frāz) (ān'ā-līz) (m.ōd'i-fī)

Review Words: summary (1128), brief (1259), irregular (1256), definition, dictation, diagram (1139), grammar (638), exercise (717), explanation, sense (944), pause (1259), observe

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1270

New Words: ac cent, as so ci a tion, ac quire
(āk'sent) (ā-sō'sī-ā'shūn) (ā-kwīr')

Review Words: foreign (759), easily (1039), pronunciation (1062), difficulty (1002), Spanish, French, emphasis, intimate (1258)

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 42, § 43, Chapter IV. Inspect lists of words in spelling pockets of members of the class.

Lesson 1271

New Words: ea ger, du ty, eon cern
(ē'gēr) (dū'tī) (kōn-sūrn')

Review Words: really (670), refer, referred (1262), shielding (1028), searched, discovered, treacherous (1001), nervous (1264), appeared (1178), villain (1001), reference, worse (771)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1272

New Words: ig no rance, wis dom, rep u ta tion
(ig'nō-rāns) (wīz'dūm) (rēp'ū-tā'shūn)

Review Words: sober, steady (927), punctuality (1026), industrious, instead (469), intelligent (1195), character (1242), conceited (1192), contrary, prefer (1262), preferred (1262)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Read pages 25 to 27 in the introduction to Chapter V. Notice especially the significance of boldface type in lesson treatments.

Lesson 1273

New Words: skil ful, move ment, ex e cute
(skil'fōōl) (mōōv'mēnt) (ĕk'sē-kūt)

Review Words: channel (1263), blockade, defense (1263), reduction, seize (995), compel (1261), decision, arrival (1248), reinforce, wounded, mortally (1244), mortal (1244)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1274

New Words: treas u ry, val ue, con sid er a ble
(trēzh'ūr-ī) (vāl'ū) (kōn-sid'er-ā-bl)

Review Words: cabinet (1265), vault, ceiling (489), metal, silent (1104), dread, private, propose, compelled, descend (993), accompany (1268), hidden

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1275

Dictate in sentences, any words misspelled in the test of the preceding lesson.

This lesson presents an opportunity to illustrate concretely the operation of the principles which are set forth on page 6 in this Manual. For example: The child whose aunt is a missionary in Mandalay might have occasion to write *Mandalay* and *Burma*. Most of us would have no occasion ordinarily to write either of those words. The boy who lives on the plains of the west might have occasion to write the word *coyote*, whereas for most individuals the use of that word is confined to the reading or to the hearing vocabulary.

Lesson 1276

New Words: en ti tled, chal lenged
(ĕn-tī'tld) (chāl'ĕnjd)

Review Words: member, session, appoint (1265), opponent (1042), official, capable, suggestion, accompanied (1268), privately, particularly (1267), repealed (1235), losing

Dictate in sentences, the words of this lesson.

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ĕvent, ĕdge, novĕl, refĕr;
right, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, bārn, cūt, focūs, menū;

Lesson 1277

New Words: trans plant, trans fer, trans por ta tion
(trāns-plānt') (trāns-fūr') (trāns'pôr-tā'shūn)

Review Words: dealer, salmon (1267), sardines (1267), quantity (1244), abundant (1267), limited, deal (1064), supplied (1130), aboard (1000), resort, accommodate (1241), probably (1032)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1278

New Words: man ner, pleas ing, gra cious
(mān'ēr) (plēz'ing) (grā'shūs)

Review Words: trait (1019), acquire, agreeable (1268), acquaintance (1268), association (1270), society (1030), function, social (1049), reception, orchestra (1169), attendance (1178), flatter (1029)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1279

New Words: min er al, par ti cle, fi er y, ex pand
(mīn'ēr-āl) (pār'tī-kl) (fī'ēr-f) (ēks-pānd')

Review Words: remnant (1243), analyze, modify (1269), faucet (1107), waste, extreme (1219), liquid (1047), ooze, strain, copper, mold (1047), shrink

See § 13, § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1280

New Words: re sem ble, sim i lar
(rē-zēm'bl) (sīm'ī-lār)

Review Words: comparison, pronunciation (1062), foreign (759), accent (1270), peculiar (1119), scholar (1004), criticize (1249), phrase, Scotch

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Apropos of what is printed in the line border in the pupils' text under Lesson 1280, read sentence printed in italics on page 13 of this Manual.

bōot, fōot; found; boil; fuñction; chase; good; joy; *then, thick*; *hw* = wh as in *when*; *zh* = z as in *azure*; *kh* = ch as in *loch*. See *pronunciation key* in Appendix.

Lesson 1281

New Words: con sci en tious, ac knowl edge, con se quence, re al ize
(kôn'shĭ-ĕn'shŭs) (ăk-nŏl'ĕj) (kôn'sĕ-kwĕns) (rĕ'ăl-ĭz)

Review Words: duty, ignorance (1272), concern (1271), confidence (1250), opportunity (1003), recognize (1179), dealing (1064), disagreeable (1115), discharge, eager, anxious (812), relieved

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1282

New Words: calm, pre cise, se ri ous, prac ti cal, con ceive
(kăġm) (prĕ-sĭs') (sĕ'rĭ-ŭs) (prăk'tĭ-kăl) (kôn-sĕv')

Review Words: wisdom, reputation, temperate (1105), organized (1043), business (414), pursuit (1233), union, superintendent (835), dispute, bargain (903), reckoning

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1283

New Words: hard ship, dread ful, en deav ored
(hărd'shĭp) (drĕd'fŭl) (ĕn-dĕv'ĕrd)

Review Words: transportation (1277), soldiers (382), miracle, pause (1259), brief (1259), ceased (1256), challenge, frigid, extremely (1219), movement (1273), regulations, advantage

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1284

New Words: coun ter feit, gen u ine, dis tin guished, prac ti cal ly
(koun'tĕr-fĭt) (jĕn'ŭ-ĭn) (dĭs-tĭn-gwĭshd) (prăk'tĭ-kăl-lĭ)

Review Words: treasury (1274), rascal, suspicious (1000), specimen (994), value, considerable (1274), executed (1273), manner (1278), skilful (1273), originally (1246), limit, relative (1258)

See § 13, § 14, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

ăte, senăte, răre, căt, locăl, făr, âsk, părăde; scĕne, ĕvent, ĕdge, novĕl, refĕr;
right, sĭn; cŏld, ŏbey, cŏrd, stŏp, cŏmpare; ŭnit, ŭnite, bŭrn, cŭt, focŭs, menŭ;

Lesson 1285

New Words: o pin ion, in stance, i de a
(ô-pîn'yûn) (In'stâns) (î-dě'á)

Review Words: for instance, nourishment (1247), sufficient (1247), recommend (1242), restaurant (886), macaroni (1247), asparagus (1257), recipe (1037), dessert, vanilla (1057), sirloin (1247), chocolate, nourishing

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Before discussing the matter printed in line border in the pupils' text, re-read § 30, § 31, § 32, also § 42, § 43, Chapter IV.

Lesson 1286

New Words: pen sion, sub stan tial, re tired
(pĕn'shûn) (sûb-stân'shâł) (rĕ-tîrd')

Review Words: entitled (1276), assured (1250), residence (1248), lodge, property, transfer, connection (1213), extravagant (1219), receipt (907), cancellation, profession

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1287

New Words: here aft er, con sid er a tion, prompt
(hĕr-âf'tĕr) (kôn-sîd'ĕr-â'shûn) (prŏmpt)

Review Words: emphasis, objection, complaint, irregular (1256), inconvenient (1251), discussed (1210), inconvenience (1251), temporary, personal (1189), dealing (1064), delivery, parcel (1092)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1288

New Words: com pan ion, de light ful, con gen i al
(kôm-pân'yûn) (dě-lît'fŏol) (kôn-jĕn'yâł)

Review Words: gracious (1278), pleasing, secret (917), guessed (432), mysterious (904), disappeared (904), intimate (1258), lonely

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bŏot, fŏot; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

It may often be advantageous to look up the lessons indicated by numbers in parenthesis to get suggestions for effective re-teaching of difficult words in the review list in any given lesson.

Lesson 1289

New Words: lab o ra to ry, pul ver ize, com pound
(lăb'ô-ră-tô-rî) (pŭl'vēr-iz) (kôm-pound')

Review Words: apparatus (1040), preparation (1183), university, acids (1150), minerals (1279), dyes (1094), comparison, similar (1280), resemble, chloroform (1244), produce (1257), particles (1279)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1290

Dictate in sentences, any words misspelled in the test of the preceding lesson.

Make it clear to the class that each pupil's ultimate success in mastering all the "words commonly used in writing" will depend upon his study and review of the words which have been hard for him,—especially the words he has misspelled in his daily tests. Impress upon the members of the class the value of coöperation among the members in testing one another on words misspelled.

Lesson 1291

New Words: col li sion, cau tioned, re spon si ble
(kô-lîzh'ŭn) (kô'shünd) (rê-spôn'sî-bl)

Review Words: realize (1281), consequence, serious, persuade (1106), dangerous, dreadful, victim (1089), traveler, witness, nervous (1264), tried (330), in vain (1001)

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson.

Lesson 1292

New Words: haste, hast y, ob ser va tion, how ev er
(hăst) (hăst'tî) (ôb"zēr-vă'shŭn) (hou"év'ēr)

Review Words: acknowledge, distinguish, supposed (1046), venture, direction (594), sprain (1038), carriage (919), axle, pieces (141), motor (767), gasoline (767), escaped

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

ăte, senăte, răre, căt, locăl, făr, âsk, părade; scêne, êvent, êdge, novêl, refêr; right, sîn; cöld, ôbey, córd, stôp, cômpare; ûnit, ûnite, bŭrn, cût, focûs, menû;

Lesson 1293

New Words: dis ap point ment, dis cour aged, sel dom
(dīs'ā-point'měnt) (dīs-kūr'ājđ) (sēl'dūm)

Review Words: calm, practical (1282), conscientious (1281), trait (1019), temperate, fiery (1279), appoint (1265), practically, shield (1028), encourage (1032), worrying (1192), shielding

See EXERCISE VIII in the Appendix to this Manual.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1294

New Words: af fair, cu ri ous, at tor ney, in ves ti gate
(ā-fār') (kūr'ri-ūs) (ā-tūr'nī) (in-vēs'ti-gāt)

Review Words: defense (1263), counterfeit (1282), endeavored (1283), innocent (1008), conceive (1282), guilty, prompt, preliminary (1186), public, jury (1085), justice (1014), pardon (1018)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1295

New Words: cen tu ry, an cient, civ i lize, civ i li za tion
(sēn'tū-rī) (ān'shēnt) (siv'i-liz) (siv'i-li-zā'shūn)

Review Words: idea, custom (1025), instance, originally (1246), character (1242), precise (1282), marriage (1237), women (533), modern (1013), tyrant (1093), society (1030), opposite (1042)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1296

New Words: de part ment, serve, sub or di nate
(dē-pārt'měnt) (sūrv) (sūb-ōr'di-nāt)

Review Words: consideration, service (1252), substantial, member, retired, pension (1286), system (1109), extraordinary (1177), expand, salary (1172), customary (1025), ordinary (1163)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See pronunciation key in Appendix.

Lesson 1297

New Words: pro fane, cor rupt, dis gust ed
(prō-fān') (kō-rūpt') (dīs-gūst'ēd)

Review Words: opinions, acquired, associations (1270), selfish, impatient (1045), itself, influence (1195), acquaintance (1268), particularly (1267), deceitful (1182), hereafter, cease (1256)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1298

New Words: gen tle, lov a ble, charm
(jēn'tl) (lūv'ā-bl) (chārm)

Review Words: companion, congenial (1288), delightful, agreeable (1268), sensitive (1214), embarrass (1212), stared, tact (1033), disagreeable (1115), embarrassed (1212)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1299

New Words: crys tal, brit tle, col or less, trans par ent
(krīs'tāl) (brīt'l) (kūl'ēr-lēs) (trāns-pār'ēnt)

Review Words: laboratory (1289), analyze, pulverize (1289), compound, artificially (1238), genuine (1284), glycerin (1143), liquid (1047), odor, changeable (1197), opposite (1042), inclosed

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1300

New Words: jew el ry, or na men tal, or di na ri ly
(jū'ēl-rī) (ōr'nā-mēn'tāl) (ōr'dī-nā-rī-lī)

Review Words: exception (1255), according (1255), prefer (1262), souvenir (1208), handsome, preferred, delicate (1163), enamel, artificial (1238), collar (498), diamond (615), precious

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

In connection with what is printed in line border in the pupils' texts,

âte, senâte, râre, cât, locâl, fâr, âsk, pârade; scêne, êvent, êdge, novêl, refêr:
rîght, sîn; cöld, ôbey, côrd, stôp, cômpare; ûnit, ûnite, búrn, cût, focûs, menû;

impress upon the members of the class that we learn to spell so that we may express ourselves in writing; and that the test of our real progress is to be found in the correctness of our written work—not in oral spelling nor in class tests.

Lesson 1301

New Words: tres pass, per mis sion, li a ble
(trēs'pās) (pēr-mīsh'ūn) (lī'ā-bl)

Review Words: caution (1291), ignorance (1272), seldom, nuisance (1012), public, resent, challenged, accompany (1268), however, destroy, judgment (1023), innocent (1008)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1302

New Words: ap proached, hast i ly, hur ried ly
(ā-prōchd') (hās'tī-lī) (hūr'id-lī)

Review Words: procession (996), proceed (1000), stationary (1256), pursuit, movement (1273), hasty, transportation (1277), channel, neighboring (1100), collision (1291), haste, responsible (1291)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1303

New Words: lib er ty, rev o lu tion a ry, a roused
(līb'ēr-tī) (rēv'ō-lū'shūn-ā-rī) (ā-rouzd')

Review Words: observation, discouraged, desperate (1253), neutral (1174), strengthen (1213), compelled, century, future, ancient (1295), govern (1099), hopeful, venture

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1304

New Words: rob ber y, par tic i pate, cun ning
(rōb'ēr-ī) (pār-tīs-ī-pāt) (kūn'īng)

Review Words: affair, attorney (1294), investigate, burglar (992), confederate (1253), subordinate, vault (1266), treasury (1274), transfer, skilful (1273), referred (1262), reward

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bōōt, fōōt; found; boil; function; chase; good; joy; *then*, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1305

Dictate in sentences, any words misspelled in the test of the preceding lesson.

See pupil's text. This test should consist of sentences or paragraphs dictated to the class by the teacher. See § 42, § 43, Chapter IV. Test on the words which have presented real difficulty to the members of this particular class.

Lesson 1306

New Words: cru el ty, con demn, un civ i lized
(kroō'ēl-tī) (kōn-dēm') (ūn-sív'ī-līzd)

Review Words: human, horror (1101), outrage (1093), disgusting, corrupt (1297), profane, concern, reputation, descend (993), civilize, civilization, comparison

Dictate in sentences, the words of this lesson.

Lesson 1307

New Words: lei sure, mur mur, drear y, te di ous
(lē'zhūr) (mūr'mūr) (drēr'ī) (tē'dī-ūs)

Review Words: duty, dissatisfied, continually (1135), serve, eager, weary, peevish (1135), jealous (856), especially (998), amusement, humorous, irritate (1173)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1308

New Words: com plex ion, com plex ioned, at trac tive, love ly
(kōm-plēk'shūn) (kōm-plēk'shūnd) (ā-trāk'tīv) (lūv'li)

Review Words: gentle, lovable (1298), gracious (1278), pleasing, modest (1154), muslin, skirt, ruffle, suitable (1075), snowy, embroidery (1127), whose (523)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1309

New Words: es sence, e vap o rate, spray
(ēs'ēns) (ē-vāp'ō-rāt) (sprā)

ăte, senăte, răre, căt, locăl, făr, âsk, părade; scēne, ēvent, ědge, novĕl, refēr; rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Review Words: crystal (1299), colorless (1299), transparent (1299), mineral (1279), particle (1279), brittle (1299), alcohol (942), extract, fragrant (1060), resembled, ordinarily, considerable (1274)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1310

New Words: qual i ty, va ri e ty, sta tion e ry
(kwōl'ī-tī) (vā-rī'ē-tī) (stā'shūn-ēr-ī)

Review Words: fine stationery, department, jewelry (1300), reduction, umbrella (461), ornamental, recommend (1242), quantity (1244), value, increase, abundant (1267), abundance (1257), curious (1294)

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

When time permits and occasion offers, give the class some drill after the fashion of EXERCISE IV in the Appendix to this Manual.

Lesson 1311

New Words: tempt, temp ta tion, hes i tate, yield
(tēmt) (tēmp-tā'shūn) (hēz'ī-tāt) (yēld)

Review Words: permission, gather, trespass, steal (788), trembled (1089), afraid (294), conscientious (1281), endeavored (1283)

See § 25, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1312

New Words: li cense, neg lect, of fense
(lī'sēns) (nēg-lēkt') (ō-fēns')

Review Words: chauffeur (979), liable (1301), consequence, serious, prompt, complain (1135), limit, route (1000), excuse, judgment (1023), inconvenient (1251), in convenience (1251)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1313

New Words: en dur ance, fi nal, re cent
(ēn-dūr'āns) (fī'nāl) (rē'sēnt)

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Review Words: liberty, revolutionary (1303), participate (1304), republic (1019), encouraged (1032), strengthened (1213), influence (1195), realize (1281), similar (1280), limited, temporary, hereafter

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1314

New Words: be neath, be yond, prospect, regard, inner, latter
(bē-nēth') (bē-yōnd') (prōs'pekt) (rē-gārd') (in'ēr) (lăt'ēr)

Review Words: possession (1010), acknowledged, approached, robbery (1304), burglar (992), cunning (1304), rascal, neighborhood (1022), hurriedly (1302), hastily (1302), parcel (1092), valuable (1082)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1315

New Words: volume, fiction, tale, moral
(vōl'ūm) (fik'shūn) (tāl) (mōr'al)

Review Words: author (640), exception (1255), tedious (1307), treasure, discovery (1010), buried (732), instance (1285), courage (1019), entitled (1276), opinion (1307), leisure (1307), curiosity

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1316

New Words: utter, misery, sympathy
(ūt'ēr) (miz'ēr-i) (sīm'pā-thī)

Review Words: cruelty (1306), conceive (1282), uncivilized (1306), dreary (1307), horrid (1152), filthy, aroused, condemned (1306), pitied, comfort (1172), service (1252), murmur (1307)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1317

New Words: perpendicular, horizon, vertical
(pūr'pēn-dīk'ū-lār) (hōr'ī-zōn'tāl) (vūr'tī-kāl)

Review Words: breadth (1131), precise (1282), distinguish, tennis (1042), tape, racket, twine, tying (1070), stretch, tough, sprinkle, carefully

âte, senâte, râre, căt, locăl, făr, âsk, pârade; scêne, êvent, êdge. novêl. refêr: rîght, sîn; cöld, ôbey, cöld, stôp, cômpare; ûnit, ûnite, bûrn, cût, focus, menü;

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1318

New Words: child ish, gay, ex cit ed
(chīld'ish) (gā) (ĕk-sīt'ĕd)

Review Words: gayety (1039), echoes (1101), companions, congenial (1288), complexion (1308), lovely, gymnastics, eager

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1319

New Words: at trac tion, at tend ant, de light ed
(ā-trāk'shūn) (ā-tĕn'dānt) (dĕ-līt'ĕd)

Review Words: delightful, substantial, variety (1310), quality (1310), attractive (1308), genuine (1284), milliner (1086), millinery, books and stationery (1310), ostrich feathers

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1320

Review Words: rumors (1067) of war, go forth to fight, courage (1019), venture, control (1024), knowledge (1004), imaginary (1101), interested, frequent (1102), gradually (1000), furious (1079), timid (1113), mischievous (1056), deceive (1031)

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Apropos of what is printed in line border in the pupils' texts, point out the fact that in after life we are not judged by our ability to spell better or worse than any one else, but are expected to spell correctly *all* the words we write.

Lesson 1321

New Words: soul, con science, de sires
(sōl) (kōn'shĕns) (dĕ-zīrz')

Review Words: instinct (1218), idea, liberty, tempt (1311), temptation (1311), offense, hesitate, yield (1311), treason (1014), shudder, calm, honor (1031)

bōot, fōot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

See § 11, § 12, Chapter IV.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1322

New Words: length en, in san i ta ry
(lěng'thn) (in-săn'i-tă-rĭ)

Review Words: license (1312), transportation (1277), liable (1301), accident (S58), acknowledge, responsible (1291), neglect (1312), terrible, thrown, nuisance (1012), complaint, hastily (1302)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1323

New Words: pen nant, ob tain, ob tained
(pěn'ânt) (ôb-tăn') (ôb-tând')

Review Words: souvenir (1208), endurance (1313), final, recent (1313), latter (1314), seldom (1293), reception, retired, participate (1304), ordinarily, continually (1135), entirely

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1324

New Words: ac quaint ed, pre sume
(ă-kwăn'těd) (prē-zūm')

Review Words: observation, acquaintance (1268), personal (1189), affair (1294), curious (1294), serve, society (1030), concern (1271), recommend (1242), pension (1286), source (690), account (912)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1325

New Words: wreck, wrecked, fear ful
(rĕk) (rĕkd) (fēr'fōol)

Review Words: freight (952), collision (1291), beneath (1314), desperately (1253), miracle, doubtless, burglar (992), caution (1291), excited, volume (1315), fiction, tale

See § 25, Chapter IV.

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ědge, novĕl, refĕr;
rĭght, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Apropos of what is printed in line border in the pupils' texts, see *Establishing Habits through Practice*, page 13, in this Manual.

Lesson 1326

New Words: con di tion, un for tu nate, sym pa thize
(kõn-dish'ûn) (ûn-fôr'tû-nât) (sûm'pâ-thîz)

Review Words: misery (1316), sympathy (1316), consideration, ignorance (1272), moral (1315), beyond (1314), missionary (1008), investigate, discourage, grateful (1041), pitiful (1089), particularly (1267)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1327

New Words: an gle, mar gin, cir cu lar
(ân'gl) (mâr'jîn) (sûr'kû-lâr)

Review Words: perpendicular (1317), horizontal (1317), vertical (1317), ratio, radius, lengthen, surface (1129), breadth (1131), division, pulley (1040), central, accurate (1139)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1328

New Words: en vy, de test, de spise
(ên'vî) (dê-têst') (dê-spîz')

Review Words: endeavor (1283), conscientious (1281), patience (1028), peevish (1135), selfish, spirit (1013), staring (1126), rude, vulgar (1136), disappoint, mischievous (1056), insanitary (1322)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1329

New Words: dis posed, ful ly
(dis-pôzd') (fool'î)

Review Words: quality (1310), crystal (1299), transparent (1299), jewelry (1300), variety (1310), ornament, catalog, stationery (1310), museum (994), cushion, linen (1007), flannel (1157)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

bôot, fôot; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Lesson 1330

New Words: kind ness, good ness, hap pi ness
(kīnd'nēs) (gōōd'nēs) (hăp'y-nēs)

Review Words: friendship, attraction (1319), delighted, attendant (1319), courteous (1019), sympathize (1326), occasion (1049), sorrow (1103), mourning (1061), shown, wholly (1141), good

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

In connection with what is printed in line border in the pupils' texts under Lesson 1330, reread sentence printed in italics on page 13 in this Manual.

Lesson 1331

New Words: min is ter, mes sage, re li gion, re li gious
(mīn'is-tēr) (mēs'āj) (rē-līj'ūn) (rē-līj-ūs)

Review Words: service (1252), conscience (1321), assured (1250), yield (1811), corrupt (1297), profane, temptation (1311), tempt (1311), presume, heart, soul (1321), being

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1332

New Words: a void, pre vent, safe ly, late ly, fen der
(ā-void') (prē-vēnt') (sāf'ly) (lāt'ly) (fēn'dēr)

Review Words: prospect, regard, wreck (1325), serious, recent, approached, trespass, condition, hesitate

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1333

New Words: ex ert, stren u ous, strength en ing
(ĕg-zŭrt') (strĕn'ū-ūs) (strĕng'thn-ĭng)

Review Words: permission, prompt, hurriedly (1302), participate (1304), endeavored (1283), discouraged, athletics (1002), approach, final, pennant (1323), desired, obtained

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

āte, senāte, rāre, cāt, locāl, fār, āsk, pārade; scēne, ēvent, ědge, novĕl, refēr; rīght, sīn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Lesson 1334

New Words: guard i an, a dopt ed, de pend
(gär'dt-än) (ä-döpt'éd) (dē-pënd)

Review Words: orphan (1061), attorney (1294), acquainted, children, lovely, lovable (1298), clothing (389), woolen (743), woolly, gingham, customary (1025), unfortunate

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1335

Dictate in sentences, any words misspelled in the test of the preceding lesson.

See § 42, § 43, Chapter IV.

See pupils' texts. Devote the period principally to the supervision of pupils' efforts to master particular words which present difficulties for them. The test should not necessarily contain the same words for all pupils.

Lesson 1336

New Words: Christ, Chris ti an i ty, faith, mer cy
(krist) (krís"chí-än'tí) (fāth) (múr'sí)

Review Words: despised (1328), condemned (1306), murmur (1307), envy, courage (1019), hopeful, religion, religious, belief, century, endurance (1313), prophecy (1090)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1337

New Words: cyl in der, cir cum fer ence, di am e ter
(síl'in-dēr) (sēr-kūm'fēr-ēns) (dī-ām'ē-tēr)

Review Words: vertical (1317), horizontal (1317), perpendicular (1317), sphere (1129), surface (1129), circular (1327), margin (1327), parallel (903), triangle, warped, supported (1099), fully

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1338

New Words: chis el, pan el, par ti tion, brace
(chíz'él) (pän'él) (pär-tish'ün) (brās)

bōōt, fōōt; found; boil; function; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See pronunciation key in Appendix.

Review Words: angle (1327), height (993), breadth (1311), construct, lengthen (1322), dispose (1329), temporary, accurate (1139), beneath (1314), engine (401), stationary (1310), elevator (1014)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1339

New Words: gam ble, tri fle, fick le
(găm'bl) (tri'fl) (fik'l)

Review Words: disposed (1329), detect, neglect (1312), leisure (1307), license (1312), offense (1312), liberty, moral (1315), misery (1316), associations (1270), attendant (1319), disagreeable (1115)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1340

New Words: Prot es tant, Chris tian, Cath o lic, Jew ish
(prôt'ës-tánt) (kris'chăn) (kăth'ô-lik) (jū'ish)

Review Words: Christ, Christianity, kindness, goodness, happiness (1330), civilization, ancient (1295), principles (1000), prophet (1090), prophecy (1090), modern (1013)

See *Suggested Lesson Plan H*, page 352.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 9, § 10, Chapter IV.

Lesson 1341

New Words: sa cred, cat e chism
(să'krəd) (kăt'ê-kîzm)

Review Words: faith, minister, missionary (1008), praise, worship, prayer, conscience, religious, religion, soul (1321), human, develop (998)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1342

New Words: fiend, hum bug
(fēnd) (hūn'būg)

ăte, senăte, răre, căt, locăł, făr, âsk, părăde; scēne, ēvent, ědge, novĕl, refĕr; right, sĭn; cōld, ōbey, cōrd, stōp, cōmpare; ūnit, ūnite, būrn, cūt, focūs, menū;

Review Words: avoid, prevent, tyrant (1093), rascal, tempt (1311), despise (1328), evil (1132), fearful

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1343

New Words: in close, in closed
(in-klōz') (in-klōzd')

Review Words: stationary, initial (997), application (895), address (475), madam, gentlemen, courteous (1019), truly (438), respect, respectfully, cordially (1087), calendar (467), typewriter, signature (907)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1344

New Words: clothe, clothed, jack et
(klōth) (klōthd) (jāk'ët)

Review Words: guardian (1334), adopted, disposed (1329), depend, responsible (1291), lately, sufficient (1247), unfortunate, insanitary (1322), desired, happiness (1330), grateful (1041)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1345

Review Words: territory (1106), colony, settler, improvement (1022), supplied (1130), drought (1134), withered, dying (1094), decay, thorough (344), frequent (1102), wholly (1141), deserted, separate (416), no where

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

See § 23, § 24, § 26, § 27, Chapter IV, and then devote a little time to studying with the class such words as are given in line border at the bottom of page 79 in the pupils' texts.

Lesson 1346

Review Words: faith, memory (1232), sacred (1341), fiend, uncivilized (1306), condemned (1306), despised (1328), disposed (1329), appeared (1178), behavior (1173), awkward, pardon (1018)

bōōt, fōōt; found; boil; fuñction; chase; good; joy; then, thick; hw = wh as in when; zh = z as in azure; kh = ch as in loch. See *pronunciation key* in Appendix.

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1347

Review Words: pulleys, radius, vertical (1317), cylinder (1337), circumference (1337), diameter (1337), chisel, panel (1338), partition, brittle (1299), wrecked (1325), lengthen (1322), angle (1327), circular (1327), central (1044)

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1348

New Words: glis ten, scar let, flim sy
(glis'n) (skär'lët) (flim'zI)

Review Words: gamble, trifle (1339), fickle (1339), humbug, attraction (1319), cautioned (1291), clothed, traveler

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1349

New Words: in sane, mut ter, pac i fy
(In-sân') (müt'ër) (päs'i-fī)

Review Words: nervous (1264), excited, irritated (1173), misery (1316), sympathy (1316), kindness, condition, guardian (1334), however, wretched (1108), wandered (1010), voyage

Dictate in sentences, the words of this lesson and any words misspelled in the test of the preceding lesson.

Lesson 1350

See assignment in pupils' texts. Make this review as thoroughgoing and exhaustive as time will permit.

âte, senâte, râre, căt, locăl, făr, âsk, párade; scêne, évent, édge, novël, refër; right, sín; cöld, óbey, córd, stöp, cômpare; únit, únite, búrn, cút, focûs, menü; bôot, fôot; found; boil; function; chase; good; joy; *then*, thick; **hw** = wh as in when; **zh** = z as in azure; **kh** = ch as in loch. See *pronunciation key* in Appendix.

Review List

- | | | |
|---------------------|----------------------|-----------------------|
| ability (1231) | changeable (1197) | despise |
| absurd (1212) | character | develop (998) |
| abundance (1257) | chauffeur (979) | difficulty (1002) |
| accommodate (1241) | circumference (1337) | diphtheria (1175) |
| accompanied (1268) | circumstance | disagreeable (904) |
| accurate (1139) | citizen | disappeared (904) |
| accustomed (1227) | civilized | disappointment (1293) |
| achieve (1021) | college (1190) | discussion |
| acknowledge | collision (1291) | disease (877) |
| acquainted | comfort (1172) | disgust |
| advertisement | comfortable (1172) | disguise (1179) |
| affair (1294) | commercial (1201) | dissatisfied (1145) |
| airplane | committee (965) | distinguished |
| all right (673) | compelled | district (1116) |
| ancient (1295) | complaint | doubtless |
| announcement (1237) | complete (1109) | earnest (1003) |
| apparatus (1040) | complexioned (1308) | easily (1039) |
| apparently (1227) | compliment (1075) | education |
| appeared (1178) | conceited (1192) | effort |
| appearance (1189) | concern (1271) | elaborate (1228) |
| application (895) | condemn (1306) | election (959) |
| appoint (1265) | condition | embarrassed (1212) |
| appreciate (894) | connection (1213) | emergency (1112) |
| approached | conquered (1016) | emphasized |
| arrangement (1227) | conscience (1321) | endeavored (1283) |
| artificial (1238) | conscientious (1281) | engage |
| association (1270) | consequence | entrance (1055) |
| athletics (1002) | considerable (1274) | especially (998) |
| atmosphere (1188) | continually (1135) | evaporate (1309) |
| attacked (931) | control (1024) | exaggerate (1226) |
| attendance (1187) | convenience (1238) | exception (1255) |
| attraction (1319) | convenient (1034) | exhaust (1204) |
| audience | conversation | experience (1051) |
| banquet | cordially (1087) | extraordinary (1177) |
| behavior (1173) | courage (1019) | extremely (1219) |
| beneath (1314) | courteous (1019) | failure |
| benefited (882) | criticized (1249) | familiar (1179) |
| bouquet (769) | criticism | famous (1177) |
| boundary (1223) | curious (1294) | feature (1130) |
| breadth (1131) | customary (1025) | February (449) |
| brief (1259) | cylinder (1337) | fertile (913) |
| burglar (992) | deceitful (1182) | final |
| business (414) | deceive (1031) | foreign (759) |
| calendar (467) | decent (1221) | fortunate (672) |
| campaign (1176) | decided | frequent (1102) |
| cancellation | declare | garage (606) |
| candidate (959) | defence (1263) | gasoline (767) |
| capital (889) | definite (1239) | generally (1068) |
| cautioned | degree | genuine (1284) |
| ceased (1256) | delicious (1037) | government (649) |
| cemetery (1071) | depth | governor (649) |
| century | descend (993) | gradually (1000) |

graduated
 grateful (1041)
 handsome
 happiness (1330)
 height (993)
 hesitate
 honor (1031)
 hospital (787)
 however
 humorous (1226)
 ignorance (1272)
 illustrated
 immediately (1054)
 impatient (1045)
 impossible (1031)
 incomp etc (1184)
 inconvenience (1251)
 inconvenient (1251)
 increase
 independent
 influence (1195)
 innocent (1008)
 instance (1285)
 insurance (1191)
 intelligent (1195)
 interested (1004)
 introduce (1087)
 irregular (1256)
 irritate (1173)
 jealous (856)
 judgment (1023)
 justice (1014)
 kerosene (829)
 knowledge (1004)
 legislature
 leisure (1307)
 lengthen (1322)
 liable (1301)
 liberty
 license (1312)
 machinery (844)
 majority
 marriage (1237)
 materials
 mentioned (841)
 message
 mischief (838)
 mischievous (1056)
 modern (1013)
 mortgage (1181)
 motor (767)
 movement (1273)
 mysterious (904)
 natural

necessary (820)
 nervous (1264)
 neutral (1174)
 nuisance (1012)
 objection
 occasionally (861)
 occurred (1083)
 official (1176)
 opportunity (1003)
 opposite (1042)
 orchestra (1196)
 originally
 parallel (903)
 partial (1188)
 patience (1028)
 pause (1259)
 peculiar (1119)
 pension (1286)
 personal (1189)
 persuade (1106)
 political (1176)
 population (999)
 position
 possession
 practical (1282)
 preferred (1262)
 preparation (1183)
 president (649)
 principal (472)
 principle (1009)
 privilege (1041)
 probably (1032)
 proceed (1000)
 profession (1209)
 program
 prompt
 provide
 public
 quantity (1244)
 quarantine (1175)
 realize (1281)
 receipt (907)
 received (475)
 recent (1313)
 recognize (1179)
 recommend (1242)
 reference (944)
 referred (1262)
 reinforce
 religious
 remnant (1243)
 repealed (1235)
 represent

reputation
 resemble
 resent
 respectfully (651)
 responsible
 ridicule (1217)
 ridiculous (1217)
 rumor (1067)
 salary (1172)
 sanitary (1184)
 scarcely (1119)
 scheme (662)
 scissors (747)
 searched (823)
 seized (995)
 seldom (1293)
 sensible (1023)
 separate (416)
 serious
 service (1252)
 session
 severe (1059)
 signature (907)
 similar (1280)
 sincerely (651)
 society (1030)
 stationary (1256)
 stationery (1310)
 strengthen (1213)
 strenuous
 succeed (633)
 successful (827)
 sufficient (1247)
 suggest (1229)
 suggestion
 superintendent (835)
 supposed (1046)
 suspicious (1000)
 sympathize (1326)
 system (1109)
 tedious (1307)
 temperate (1105)
 temporary
 thorough (1051)
 timid (1113)
 transparent (1299)
 treasury (1274)
 unconscious
 unfortunate
 university
 valuable (1082)
 variety (1310)
 various

Common Abbreviations

account	a/c or acct.	Mistress	Mrs.
afternoon	P. M.	Monday	Mon.
agent	agt.	November	Nov.
Anno Domini	A. D.	number	no.
April	Apr.	October	Oct.
August	Aug.	ounce	oz.
Company	Co.	ounces	oz.
County	Co.	page	p.
December	Dec.	pages	pp.
department	dept.	pound	lb.
doctor	Dr.	pounds	lbs.
February	Feb.	Postscript	P. S.
forenoon	A. M.	Reply, if you please ..	R. S. V. P.
Friday	Fri.	Rural Delivery	R. D.
gallon	gal.	Saturday	Sat.
General Delivery	Gen. Del.	September	Sept.
January	Jan.	Street	St.
June	June	Sunday	Sun.
July	July	Thursday	Thurs.
March	Mar.	Tuesday	Tues.
May	May	United States	U. S.
Messieurs }	Messrs.	United States of Amer-	
Misters }		ica	U. S. A.
Mister	Mr.	Wednesday	Wed.

and others, et cetera . . etc.

CHAPTER VI

THE MEASUREMENT OF RESULTS IN SPELLING

The practical need for some effective instrument which will measure with reasonable accuracy the comparative spelling efficiencies of individuals and groups of children has produced a number of so-called standard tests and scales. Some of these scales are useful for administrative purposes, but none of them is of great value to the classroom teacher as a means of measuring the specific results of spelling instruction or of indicating growth in individual spelling efficiency. The best of these scales have two practical values:

- (1) They give us a list of familiar test words having known degrees of difficulty.
- (2) They make it possible to arrive at a reasonably accurate estimate of the comparative spelling efficiencies of groups of children.

The most practical and widely used scale yet devised (1922) is known as the Ayres *Measuring Scale for Ability in Spelling*, published (1915) by the Russell Sage Foundation, New York. This scale, by the courtesy of the publishers, is reproduced opposite this page, accompanied by the author's statement concerning its derivation and its proper use.

A	B	C	D	E	F	G	H	I	J
2dGr.>99	98	96	94	92	88	84	79	73	66
	3d Grade>	100	99	98	96	94	92	88	84
				4th Grade>	100	99	98	96	94
						5th Grade>	100	99	98
								8th Grade>	100
me	and	a	the	he	of	by	day	nine	seven
do	go	it	in	you	be	have	eat	face	forget
	at	is	so	will	but	are	sit	miss	happy
	on	she	no	we	this	had	lot	ride	noon
		can	now	an	all	over	box	tree	think
		see	man	my	your	must	belong	sick	sister
		run	ten	up	out	make	door	got	cast
			bed	last	time	school	yes	north	card
			top	not	may	street	low	white	south
				us	into	say	soft	spent	deep
				am	him	come	stand	foot	inside
				good	today	hand	yard	blow	blue
				little	look	ring	bring	block	post
				ago	did	live	tell	spring	town
				old	like	kill	five	river	stay
				bad	slx	late	ball	plant	grand
				red	boy	let	law	cut	outside
					book	big	ask	song	dark
						mother	just	winter	band
						three	way	stone	game
						land	get	free	boat
						cold	home	lake	rest
						hot	much	page	east
						hat	call	nice	son
						child	long	end	help
						ice	love	fall	hard
						play	then	feet	race
						sea	went	cover	er
							year	back	fire
							to	away	age
							I	paper	gold
							as	put	read
							send	each	fine
							one	soon	cannot
							has	came	May
							some	Sunday	line
							if	show	left
							how	Monday	ship
							her	yet	train
							them	find	saw
							other	give	pay
							baby	new	large
							well	letter	near
							about	take	down
							men	Mr.	why
							for	after	bill
							ran	thing	want
							was	what	girl
							that	than	part
							his	its	still
							led	very	place
							lay	or	report
								thank	never
								dear	found
								west	side
								sold	kind
								told	life
								best	here
								form	car
								far	word
								gave	every
								alike	under
								add	most
									made
									said
									work
									our
									more
									when
									from
									wind
									print
									air
									fill
									along
									lost
									name
									room
									hope
									same
									glad
									with
									mine

HOW TO USE THE SCALE

"All the words in each column are of approximately equal spelling difficulty. The steps in spelling difficulty from each column to the next are approximately equal steps. The numbers at the top indicate about what per cent of correct spellings may be expected among the children of the different grades. For example, if 20 words from column H are given as a spelling test it may be expected that the average score for an entire second grade spelling them will be about 79 per cent. For a third grade it should be about 92 per cent, for a fourth grade about 98 per cent, and for a fifth grade about 100 per cent.

* * * * *

By means of these groupings a child's spelling ability may be located in terms of grades. Thus if a child were given a 20 word spelling test from the words of column O and spelled 15 words, or 75 per cent of them, correctly it would be proper to say that he showed fourth grade spelling ability. If he spelled correctly 17 words, or 85 per cent, he would show fifth grade ability, and so on."

APPENDIX

SELECTIVE BIBLIOGRAPHY

1. Ayres, Leonard P., *Measuring Scale for Ability in Spelling*. Russell Sage Foundation, 130 East 22d Street, New York, 1915. Price, 30 cents.

Reports the cumulative evidence that "a few words do most of our work when we write" and gives the method by which the author has derived a spelling scale based on a foundation vocabulary of "the 1000 commonest words" used in writing. (See significant excerpts and the *Scale* opposite page 406.)

2. Jones, W. Franklin, *Concrete Investigation of the Material of English Spelling*, University of South Dakota, Vermilion, S. D., 1914. Price, 10 cents.

Presents a graded list of 4532 words selected from an examination of more than 15,000,000 running words occurring in the written compositions of 1050 school children in grades II to VIII inclusive.

3. Kallom, Arthur W., *Some Causes of Misspelling*. Journal of Educational Psychology, Baltimore, Md., September, 1917.

Presents the results of a study in the identification of difficult parts of words.

4. Suhrie, Ambrose L., and Koehler, Robert Philip, *The Making of a Course of Study in Spelling*. The John C. Winston Company, Philadelphia, 1922. Price, 50 cents.

Sets forth the principles underlying (1) the selection and gradation of words and their organization into a course of study; (2) the development of effective methods of supervised and of independent study of spelling words.

5. Tidyman, Willard R., *The Teaching of Spelling*. World Book Company, Yonkers-on-Hudson, New York, 1919. Price, \$1.00.

Summarizes the results of numerous investigations and studies in both content and method, gives spelling lesson plans, suggests a minimum word list and presents an exhaustive classified bibliography.

MEASURING SCALE FOR ABILITY IN SPELLING

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
2d Gr. >99	98	96	91	92	88	81	79	73	66	58	50	<2d Grade	66	58	73	66	58	<4th Grade	50	<5th Grade	50	6th Grade	58	<7th Grade	50	
	3d Grade>	100	99	92	96	99	100	98	94	92	88	84	79	73	66	58	50	58	50	58	50	58	50	58	50	
			4th Grade>	100		5th Grade>	100	6th Grade>	100	7th Grade>	100	8th Grade	98	92	88	84	79	73	66	58	50	58	50	58	50	
me do	and go at on	a it is she can see run	the in no now man ten ed top	he you will we an my up last out us am today little ago old six bad red	of be but this all your out time into him hand look die old six boy book	by have are had not box make school street say come hand ring live five ball dig just way three land got home much call not hat child love play sea	day ent miss not box make door yes low soft stand yard bring tell five ball dig just way three land got home much call not hat child love play sea	unite rice ride tree snail got north white spent foot inside blue block spring river plant city ask winter stone free lake peace nice end full without race went hour age wife paper July read each soon open Sunday line Monday yet saw find other give new price down why hill after thing what than part its place report thank dear side sold one told best here car form word far gave under must made said work our name when from felt don't priot all set along lost name room hope pass glad with mile	seven forget rail noon think snail cast eye glass white upon track watch blue fox would buy should stop work grant where soap stole small sent war summer seem even express turn ticket Friday father anything real state talk head talk story night lady March better indeed round power become why horse care wnt girl move place behind around never found side kind one clean before spell while finish under cart across tonight work our name when from felt don't priot all set along lost name room hope pass glad with mile	oceanic brother miss keep start snail eye glass white upon track watch blue fox would buy should stop work grant where soap stole small sent war summer seem even express turn ticket Friday father anything real state talk head talk story night lady March better indeed round power become why horse care wnt girl move place behind around never found side kind one clean before spell while finish under cart across tonight work our name when from felt don't priot all set along lost name room hope pass glad with mile	catch black dress unless teach else begun collect provide sight refuse rule carry royal objection pleasure ask four pair check proper judge weather paid contain figure sudden forty instead throw personal everything chief perfect dollar evening slide view broke duty intend o'clock company quite none kneed remain direct look subject April history fact board month himself master station attend use between public friend during through police until copy act whole yesterday amone question doctor hear else struck getting done there Thursday	eight afraid uoble rather comfort elect aboard jail shed retire refuse district repair trouble entrance convict private command debate crowd factory publish recusest term prefer opinion progress object provision measure already witness estate remember either purpose common diamond together convection increase machine position feature article service claim primary which length Saturday appoint newspaper information fact board month himself master station attend use between public friend during through police until copy act whole yesterday amone question doctor hear else struck getting done there Thursday	spend enjoy wait usual complaint auto vacation addition employ property assist connection firm success convict private command debate crowd factory publish recusest term prefer opinion progress object provision measure already witness estate remember either purpose common diamond together convection increase machine position feature article service claim primary which length Saturday appoint newspaper information fact board month himself master station attend use between public friend during through police until copy act whole yesterday amone question doctor hear else struck getting done there Thursday	some times enrage final terrible weigh period addition employ property assist connection firm success convict private command debate crowd factory publish recusest term prefer opinion progress object provision measure already witness estate remember either purpose common diamond together convection increase machine position feature article service claim primary which length Saturday appoint newspaper information fact board month himself master station attend use between public friend during through police until copy act whole yesterday amone question doctor hear else struck getting done there Thursday	to forenoon combination avenue ornauble summon official victim estimate accident rapid invitation examination particular affair adopt secure honor promise wreck prepare vessel busy section relative different object president according already witness estate remember either purpose common diamond together convection increase machine position feature article service claim primary which length Saturday appoint newspaper information fact board month himself master station attend use between public friend during through police until copy act whole yesterday amone question doctor hear else struck getting done there Thursday	often stopped motion theater improvement century total mention arrive supply assist invitation examination particular affair adopt secure honor promise wreck prepare vessel busy section relative different object president according already witness estate remember either purpose common diamond together convection increase machine position feature article service claim primary which length Saturday appoint newspaper information fact board month himself master station attend use between public friend during through police until copy act whole yesterday amone question doctor hear else struck getting done there Thursday	guess circular argument volume ornauble summon official victim estimate accident rapid invitation examination particular affair adopt secure honor promise wreck prepare vessel busy section relative different object president according already witness estate remember either purpose common diamond together convection increase machine position feature article service claim primary which length Saturday appoint newspaper information fact board month himself master station attend use between public friend during through police until copy act whole yesterday amone question doctor hear else struck getting done there Thursday	ment earliest whether distinguish consideration colonies evidence experience session occupy probably foreign expense responsible beginning application difficulty scene finally develop circumstance issue material business refer minute ought absence conference Wednesday really celebration citizen necessary divide	principal testimony discussion arrangement reference evidence experience session occupy probably foreign expense responsible beginning application difficulty scene finally develop circumstance issue material business refer minute ought absence conference Wednesday really celebration citizen necessary divide	organization emergency appreciate sincerity preliminary disappointment especially annual committee	immediate convenient receipt preliminary disappointment especially annual committee	decision principle	judgment recommended advice			
<div>HOW TO USE THE SCALE</div> <p>"All the words in each column are of approximately equal spelling difficulty. The steps in spelling difficulty from each column to the next are approximately equal steps. The numbers at the top indicate about what per cent of correct spellings may be expected among the children of the different grades. For example, if 20 words from column H are given as a spelling test it may be expected that the average score for an entire second grade spelling them will be about 79 per cent. For a third grade it should be about 92 per cent, for a fourth grade about 98 per cent, and for a fifth grade about 100 per cent.</p> <p>By means of these groupings a child's spelling ability may be located in terms of grades. Thus if a child were given a 20 word spelling test from the words of column O and spelled 15 words, or 75 per cent of them, correctly it would be proper to say that he showed fourth grade spelling ability. If he spelled correctly 17 words, or 85 per cent, he would show fifth grade ability, and so on."</p>																										

LIMITATIONS OF THE SCALE

"It must be remembered that the present scale or any scale for measuring spelling attainment will become increasingly and rapidly less reliable for measuring purposes as the children become more accustomed to spelling these particular words. In purposes as these lists are used for the purposes of classroom drill, the scale will become untrustworthy as a measuring instrument. Probably the scale will have served its greatest usefulness in any locality when the school children have mastered these 1,000 words so thoroughly that the scale has become quite useless as a measuring instrument."

Russell Sage Foundation, New York City

Division of Education

Leonard P. Ayres, Director

The data of this scale are computed from an aggregate of 1,400,000 spellings by 70,000 children in 84 cities throughout the country. The words are 1,000 in number and the list is the product of combining different studies with the object of identifying the 1,000 commonest words in English writing. Copies of this scale may be obtained for five cents apiece. Copies of the monograph describing the investigations which produced it may be obtained for thirty cents each. Address The Russell Sage Foundation, Division of Education, 130 East 22d Street, New York City.

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EXERCISES IN THE USE OF THE DICTIONARY

The pupil who has mastered the spelling of all the words contained in the **Spell-to-Write Spelling Books** should be able to spell correctly *in writing* those words which are "commonly used in writing." The special or individual spelling needs of pupils while in school or after leaving school can be provided for as follows:

(1) Below the fourth grade, where little spontaneous written work may ordinarily be expected, the teacher must be willing, on request, to place on the blackboard any words which may be needed and which have not yet occurred in the spelling lists or have not yet been mastered.

(2) In the fourth grade and above, pupils must be taught that (since no school can afford to take the time to teach an *exhaustive* spelling list) their special individual needs should be met by the effective use of the dictionary as a reference book in spelling. The exercises given below have been prepared with primary reference to the use of the dictionary for this purpose.

Suitable Dictionary Required. For the successful conduct of any of these exercises, each member of the class should be provided with a "Common School," an "Abridged," a "Simplified," or other dictionary appropriate to his age and grade.

Finding Words

EXERCISE I. HOW TO FIND WORDS IN THE DICTIONARY

1. Look at the first page of words in the dictionary proper.
 2. In what order are these words arranged?
 3. Why are the words in a dictionary arranged alphabetically?
 4. Name some other books, files or lists that are arranged alphabetically.
- (See the City Directory, the Telephone Directory, book indexes, card catalogs in libraries, address lists in business offices, etc.)

EXERCISE II. HOW TO ALPHABETIZE A LIST OF WORDS

1. Why do *above*, *afraid*, *after*, *again*, and *always* occur in the order* here given?
2. Arrange *acid*, *ache*, *acorn* in alphabetical order.
3. Look up these words in the dictionary and see if they occur in the order* of your arrangement.

NOTE.—The particular words chosen may vary according to the dictionary in use and the advancement of the pupils participating in the exercise.

* In any given dictionary any number of other words may, of course, intervene.

EXERCISE III. SPEED TEST IN FINDING WORDS IN THE DICTIONARY

1. Designate the pupils of the class by odd and even numbers.
2. Ask them to write on slips of paper some such lists as the following:
 "The Odds"—*adapt, couple, fresh, open, vivid*
 "The Evens"—*afar, court, frown, opera, voice*
3. Direct the members of each group to write after words on their list, the pages* in the dictionary on which these words occur. Give signal to begin.
4. Call time when all "the odds" or all "the evens" have finished.
5. Check on the accuracy and give each group a score which corresponds to the total number of pages correctly entered when time was called.

NOTE.—The particular words chosen may vary according to the dictionary in use and the advancement of the pupils participating in the exercise.

Syllabication

EXERCISE IV. THE PROPER DIVISION OF WORDS AT THE END OF A LINE IN WRITING

1. Dictate to the class such sentences as the following:
 - (a) The teacher placed the accent on the last syllable.
 - (b) I measured the circumference and found it to be ten feet.
 - (c) He was said to be a man of intelligence, integrity, and genuine refinement of manner.
 - (d) The child was sick of diphtheria and there was little hope of her recovery.
2. Have pupils look up the syllabication of the following words from these sentences: *accent, circumference, intelligence, diphtheria*.
3. Have them rewrite the sentences in 1 above so as to make the first line of sentence (a) end with a part of the word *accent*; the first line of sentence (b) end with a part of the word *circumference*; the first line of sentence (c) end with a part of the word *intelligence*; and the first line of sentence (d) end with a part of the word *diphtheria*.
4. Indicate to the class where each of these words may properly be divided at the end of a line in writing.
5. If necessary have pupils correct their sentences accordingly.

NOTE.—The particular words chosen may vary according to the dictionary in use and the advancement of the pupils participating in the exercise.

Pronunciation

EXERCISE V. CORRECT PRONUNCIATION AS AN AID TO CORRECT SPELLING

1. Ask pupils to look up pronunciation of *February, government* and *arctic*.
2. Point out the relation between the correct enunciation of the second syllables of *Feb-ru-a-ry* and *gov-ern-ment* and the correct spelling of these words.

* The pages to be entered will vary according to the dictionaries in use.

3. Call attention to the fact that the distinct enunciation of the *first* syllable of the word *arc-tic* renders the misspelling of this word much less likely.

4. Drill on the correct pronunciation of *February*, *government* and *arctic*.

5. Call attention to the fact that in dictionaries where the division of syllables is marked with a hyphen (-), the use of the primary accent mark (') or the secondary accent mark (") after a given syllable results in the omission of the hyphen; for example, after the first and third syllables of ô"tô-mô'bîl.

NOTE.—The particular words chosen may vary according to the dictionary in use and the advancement of the pupils participating in the exercise.

Abbreviations

EXERCISE VI. THE USE OF COMMON ABBREVIATIONS IN WRITING

1. Refer to the section of the dictionary in which is given a list of common abbreviations.

2. Call attention to the alphabetical arrangement of these abbreviations.

3. Have pupils select and if possible agree upon a list of ten abbreviations most commonly, or at least frequently, used in writing.

4. Write the following list of words on the blackboard and ask pupils to look up their abbreviations:

Postscript, bushel, county, gallon, manuscript, Daughters of the American Revolution, Grand Army of the Republic, et cetera.

5. Place correct abbreviations of these words on the blackboard and have pupils check their papers.

NOTE.—The particular words chosen for this list may vary according to the dictionary in use and the advancement of pupils participating in the exercise.

Capitalization

EXERCISE VII. THE USE OF CAPITAL LETTERS IN WRITING

1. Have pupils prepare from their spelling books a list of proper names which should begin with capital letters.

2. Have them make a list of the abbreviations appearing in their books (page 62, Book Three, and page 84, Book Four) which begin with capitals.

3. Divide pupils of the class into groups and ask each group to make a list of ten proper names given under a particular letter in the dictionary.

4. Dictate a paragraph containing some proper names and some abbreviations and have a pupil write it on the blackboard with the class checking on the right use of capitals in the spelling of proper names and at the beginning of sentences, and on the use of abbreviations.

Prefixes

EXERCISE VIII. THE STUDY OF PREFIXES AS AN AID IN SPELLING

1. Have pupils select from their spelling books a list of five to ten words having prefixes,
2. Have some member of the class arrange them in such a way as to group all which have a common prefix.
3. Have the pupils indicate the common prefix in each group of words thus formed.
4. Develop the meaning of each prefix. For example: *dis-satisfied* = *not-satisfied*.
5. Comment on the importance of learning the meaning of certain prefixes as an aid in the correct spelling of words in which they occur. For example: the child who knows the meaning of the prefix *ante* (before) is not likely to misspell the word *antedate* and once he understands the meaning of the prefix *anti* (against) he is not apt to misspell the word *antidote*.

Varied Meanings of Words

EXERCISE IX. THE VARIED MEANINGS OF PARTICULAR WORDS

1. Look up in the dictionary* the meaning of each of the words spelled *bow*. Write sentences illustrating two distinct uses of this word.
2. Look up the meaning of *instruct* and write two sentences illustrating two more or less distinct uses of the word.
3. Look up the meaning of *fancy* and write two sentences illustrating two more or less distinct uses of the word.

NOTE.—The particular words chosen may vary according to the dictionary in use and the advancement of the pupils participating in the exercise.

Homonyms

EXERCISE X. THE CORRECT USES OF CERTAIN HOMONYMS

1. Look up in the dictionary† and write out a list of sentences illustrating the apt uses of *their* and *there*.
2. Look up and write out a list of sentences illustrating the apt uses of *peace* and *piece*.
3. Look up and write out a list of sentences illustrating the apt uses of *bow* and *bough*.
4. Have the best of these sentences read to the class and then written on the blackboard. See § 11, § 12, and § 41, Chapter IV.

* The best of our "Common School" or "Simplified" dictionaries contain practically all the words which pupils in the first eight grades might need to ascertain the meaning and use of. It is desirable, however, that pupils above the fifth grade be encouraged to consult an unabridged dictionary on occasion, for the more definite, distinct and specific uses of words.

† The particular words chosen may vary according to the needs of pupils in any given class. This exercise is intended (in so far as spelling is concerned) for corrective purposes only; that is, to assist pupils to associate certain homonyms with their *right* uses in sentences.

PRONUNCIATION KEY

GIVING THE SIGNS INDICATING PARTICULAR SOUNDS

Accent

The word *accent* is applied to the special emphasis which is placed upon certain syllables in words of more than one syllable. Sometimes a word has one accented syllable, which is indicated by a single mark ['] after the syllable. Sometimes a word has two accented syllables, a principal, or heavier, one and a secondary, or lighter, one. The principal accent is indicated by a single mark ['], and the secondary by a double mark ['].

Vowels

- ā, as in āte, pāle, fā'vor, is called *long a*. It occurs in accented syllables.
ă, as in fo'li-āge, sen'āte, often represents *long a in unaccented syllables*.
â, as in râre, pârent, pre-pâre', represents *a followed by r in accented syllables*.
ǎ, as in cǎt, gǎr'ret, is called *short a*. It occurs in accented syllables.
ǎ, as in lo'cǎl, âf-fect', often represents *short a in unaccented syllables ending in a consonant*.
ǎ, as in cǎlm, fǎr, cǎrt, is called *broad or Italian a*.
â, as in âsk, com-mând', is called *intermediate a*.
â, as in bâ-na'nâ, pâ-rade', represents *intermediate a in unaccented syllables, usually those not ending in a consonant*. It is called *indeterminate a*.
ē, as in ē'ven, scēne, con-cēde', is called *long e*. It occurs in accented syllables.
ē, as in ē-vent', dē-scribe, crē-ate', pro-pri'ē-ty, often represents *long e in unaccented syllables*.
ě, as in de-fěct', ěx'tra, ědge, ěf-fěct', ěnd-ěd, is called *short e*. It occurs in accented syllables and in unaccented first and last syllables.
ê, as in nov'êl, re'cênt, often represents *short e in unaccented syllables*.
ê, as in writ'êr, re-fêr', con'fêr-ence, represents *unaccented e before r*.
î, as in rîght, de-lîght', î-de'a, is called *long i*. It occurs in accented and unaccented syllables.
ï, as in sîn, be-gîn, dîs-sect', is called *short i*. It occurs in accented and unaccented syllables.
ô, as in hôpe, cöld, ech'ô, is called *long o*. It occurs in accented and unaccented syllables.
ô, as in pô-ta'to, ô-bey', often represents *long o in unaccented syllables*.
ô, as in córd, ôr'der, a-dôrn', clôth, is called *open or intermediate o*. It occurs in accented syllables ending in a consonant, often before r.
ô, as in cör'al, stöp, ôb-la'tion, is called *short o*. It occurs in accented and unaccented syllables.
ô, as in côm-pare, cor'ô-net, usually represents *short o in unaccented syllables*.
û, as in cûre, û'nit, hû'man, is called *long u*. It occurs in accented syllables.
û, as in û-nite, hû-mane', cir'cû-late, represents *long u in unaccented syllables*.
û, as in bûrn, oc-cûr', fûr, represents *accented u before a single r in the same syllable*.

û, as in hûr'ry, ûp-set', cût, is called *short u*. It occurs in accented and unaccented syllables.

ũ, as in fo'cûs, sũp-port', sũc-ceed, usually represents *short u* in unaccented syllables.

ü, as in me'nü, represents French *u* or German *u*-umlaut.

Sometimes a certain sound of one vowel is indicated by a special marking of another. Thus:

- a, as in all, wa'ter, walk, is represented by ô.
- a, as in what, was, is represented by ȝ.
- e, as in re-fer', herd, is represented by û.
- e, as in there, where, is represented by â.
- i, as in stir, irk'some, is represented by û.
- i, as in e-lix'ir (unaccented), is represented by ē.
- i, as in ma-chine, mo-bile', is represented by ē.
- o, as in move, do, to, is represented by ȝō.
- o, as in wom'an, wor'sted, is represented by ȝō.
- o, as in come, hon'ey, is represented by ũ.
- o, as in word, worse, is represented by û.
- u, as in true, sure, is represented by ȝō.
- u, as in pull, su'gar, is represented by ȝō.

Diphthongs

- ai, as in vain, } have the sound of ā.
- ay, as in play, }
- au, as in haul, } have the sound of ô.
- aw, as in law, }
- ai, as in aisle, } have the sound of ī.
- ay, as in aye, }
- au, as in laugh, has the sound of ä.
- ea, as in steak, } have the sound of ā.
- ei, as in veil, }
- ey, as in they, }
- ea, as in learn, has the sound of û.
- ea, as in steam, }
- ee, as in meet, }
- ei, as in seize, } have the sound of ē.
- eo, as in peo'ple, }
- ey, as in key, }
- ei, as in height, } have the sound of ī.
- ey, as in eye, }
- eu, as in feud, } have the sound of ũ.
- ew, as in new, }
- eu, as in rheum, } have the sound of ȝō.
- ew, as in threw, }
- ew, as in sew, has the sound of ô.

ie, as in yield, has the sound of ē.
 ie, as in tie, has the sound of ī.
 oa, as in foam, }
 oe, as in doe, } have the sound of ō.
 oo, as in door, }
 ow, as in blow, }
 oy, as in toy, has the sound of oi.
 oo, as in boot, is marked ōō, long.
 oo, as in foot, is marked ōō, short.
 ou, as in soup, has the sound of ōō.
 ou, as in could, has the sound of ōō.
 ow, as in prowl, has the sound of ou.

Consonants

Certain consonants are used to indicate other special consonant sounds.
 Thus:

ch, as in chase, is used to indicate { tch, as in catch.
 ti, as in question.
 te, as in righteous.
 f, as in feel, is used to indicate { ph, as in physician.
 gh, as in cough.
 g, as in good (hard g), is used to indicate { gu, as in guest.
 gue, as in plague.
 gh, as in ghastly.
 gz is used to indicate x, as in ex-ist, ex-ample.
 hw is used to indicate wh, as in when, where.
 j, as in joy, is used to indicate { g, as in gem (soft g).
 gi, as in religion.
 ge, as in pigeon.
 di, as in soldier.
 dge, as in judge.
 k, as in kept, is used to indicate { ch, as in chorus (hard ch).
 c, as in cure (hard c).
 ck, as in back.
 qu, as in conquer.
 kh is used to indicate the German ch, as in loch.
 ks is used to indicate x, as in sex, extra.
 kw is used to indicate qu, as in inquire.
 n is used to indicate gn, as in design.
 ñ, as in bank, function, is used before hard g or k.
 ñ is used to indicate French nasal n or m, as in enfant.
 ñg, as in long, singer, { is used when g is soft.
 indicates gue, as in tongue.
 r, as in red, is used to indicate rh, as in rheumatism.
 s, as in seem (sharp s), is used to indicate { c, as in center (soft c).
 sc, as in science.
 ss, as in miss.

sh, as in show, is used to indicate { ch, as in machine.
ce, as in ocean.
ci, as in racial.
sci, as in conscience.
si, as in version.
ss, as in issue.
ti, as in motion.

t, as in try, is used to indicate { ed, as in stopped.
th, as in thyme.

th is used to indicate th, as in thin, thick.

th is used to indicate th, as in soothe, they.

v, as in vain, is used to indicate f, as in of.

z, as in gaze, is used to indicate { s, as in rise (soft s).
x, as in Xerxes.

zh is used to indicate { z, as in azure.
zi, as in glazier.
s, as in measure.
si, as in provision.
g, as in rogue.

SAMPLE ERROR CARDS

On the following pages are shown eight *Sample Error Cards*. These cards indicate, in part, the results of the long-continued coöperation of thousands of teachers with the authors, in their efforts to determine inductively (1) the words which are most commonly misspelled by children; (2) the grades in which these words are misspelled; and (3) the specific parts which are most troublesome in individual words.

On such evidence as these cards afford, the introduction and the review frequencies of specific words in the *Spell-to-Write Spelling Books* have been determined; the diagnosis of the principal spelling difficulty or difficulties of each particular word has been made; and from these extended researches have come, in large part, the suggestions for preventive and for corrective treatment which are set forth in the *INDIVIDUAL LESSON HELPS* given in Chapter V.

Sample Error Cards

[illegible]

Error	Grade	Remarks	Error	Grade	Remarks
separate	5	apd. d. b. b.	separate	3	
separate	5	" "	separate	3	
separate	5	" "	separate	3	
separate	5	" "	separate	6	
separate	5	" "	separate	6	
separate	5	" "	separate	6	
separate	5	" "	separate	6	
separate	5	" "	separate	6	
separate	6	" "	separate	6	
separate	6	" "	separate	6	
separate	6	" "	separate	6	
separate	6	" "	separate	6	
separate	6	" "	separate	6	
separate	6	" "	separate	6	
separate	6	" "	separate	6	
separate	6	" "	separate	6	
separate	6	" "	separate	6	
separate	5		separate	7	
separate	5	misses words occasionally	separate	7	
separate	5		separate	7	
separate	5		separated	8	
separate	5		separated	8	
separate	5		separated	8	
separate	6		separate	6	pen. exp. - right
separate	6		separate	6	
separate	6		separate	5	

Sample Error Cards

Error	Grade	Remarks	Error	Grade	Remarks
There	6		There	7	
There	6		There	7	
There	6		There	7	
There	8		There	7	
There	8		There	7	
There	8		There	6	sinous
There	3	retarded	There	6	"
There	8	"	There	6	conelissness
There	4	"	There	6	shoud q.
There	6		There	6	conless
There	6		There	6	"
There	5		There	5	
There	6		There	6	
There	6		There	6	
There	6		There	4	retarded
There	6		There	4	
There	7		They	3	
There	7		Thier	3	
There	8		Thier	3	
There	7		There	3	
There	7		There	3	
There	7		There	3	
There	7		There	4	
There	7		There	3	
There	7		There	3	
There	7		There	3	

[illegible]

Sample Error Cards

Error	Grade	Remarks	Business Error	Grade	Remarks
<u>business</u>	5	app. dict.	<u>business</u>	6	
<u>business</u>	5	" "	<u>business</u>	6	
<u>business</u>	5	" "	<u>business</u>	7	
<u>business</u>	5	" "	<u>business</u>	7	
<u>business</u>	5	" "	<u>business</u>	6	Bearing
<u>business</u>	5	" "	<u>business</u>	6	" "
<u>business</u>	4	" "	<u>business</u>	6	
<u>business</u>	4	" "	<u>business</u>	7	
<u>business</u>	5	" "	<u>business</u>	6	
<u>business</u>	4	" "	<u>business</u>	6	Possibly eight
<u>business</u>	4	" "	<u>business</u>	6	ch. last app
<u>business</u>	5	" " "	<u>business</u>	5-5	" " "
<u>business</u>	5	" "	<u>business</u>	5	
<u>business</u>	6	" "	<u>business</u>	5	
<u>business</u>	5	" "	<u>business</u>	5	
<u>business</u>	5	" "	<u>business</u>	5	
<u>business</u>	5	" "	<u>business</u>	5	
<u>business</u>	5	" "	<u>business</u>	4	
<u>business</u>	5	" "	<u>business</u>	4	
<u>business</u>	5	" "	<u>business</u>	4	
<u>business</u>	5	" "	<u>business</u>	4	
<u>business</u>	5	" "	<u>business</u>	4	
<u>business</u>	5	" "	<u>business</u>	4	
<u>business</u>	5	" "	<u>business</u>	4	
<u>business</u>	5	" "	<u>business</u>	#8	
<u>business</u>	6	" "	<u>business</u>	#6	
<u>business</u>	6	" "	<u>business</u>	#10	

Error	Grade	Remarks	believe (Cap) Error	Grade	Remarks
believe	5	spelling	believe	4	
believe	6	" "	believe	4	
believe	10	" "	believe	4	
believe	6	" "	believe	4	
believe	6	" "	believe	4	
believe	6	" "	believe	4	
believe	7	" "	believed	3	
believe	5		believed	3	
believe	3		believe	4	ch. g. s. p.
believe	8		believe	4	
believe	6		believe	#1	
believe	6		believe	#1	
believe	6		believe	#1	
believed	5		believe	#1	
believe	6		believe	#1	
believe	8		believe	#1	
believe	8		believe	#1	
believe	7		believe	#1	
believe	7		believe	#1	
believe	4		believe	#1	
believe	8		believe	#1	
believe	7		believe	#1	
believe	4		believe	#1	
believe	3		believe	#1	

Sample Error Cards

Error	Grade	Remarks	which	Error	Grade	Remarks
instals	0			wich	4	
instals	5			instals	4	
instals	5			wich	8	
instals	5			wich	6	
instals	3			instals	6	
wich	3			instals	6	
instals	3			wich	8	
wich	3			instals	4	
wich	3			instals	6	
wich	3			instals	6	
wich	3			instals	5	
instals	3			wich	5	
wich	3			instals	4	
instals	3			instals	5	
instals	4			wich	5	
instals	5			instals	4	
instals	5			instals	5	
instals	5			instals	5	
instals	6			instals	3	
instals	7			instals	4	
instals	7			instals	4	
instals	7			instals	4	
instals	7			instals	4	

Error	Grade	Remarks	whether	Error	Grade	Remarks
weather	5	apudist		weather	3	
weather	5	" "		weather	3	
weather	6	" "		weather	6	
weather	6	" "		weather	6	
weather	6	" "		weather	6	
weather	6	" "		weather	5	
weather	6	" "		weather	5	
weather	6	" "		weather	5	
weather	6	" "		weather	7	
weather	5	defective right		weather	5	
weather	5			weather	5	
weather	5			weather	H. D.	
weather	7	lead		weather	H. D.	
weather	7	"		weather	H. D.	
weather	7	"		weather	H. D.	
weather	7	"		weather	H. D.	
weather	8			weather	H. D.	
weather	6			weather	H. D.	
weather	6			weather	H. D.	
weather	7	Phys. con.		weather	H. D.	
weather	7			weather	H. D.	
weather	5			weather	H. D.	
weather	5			weather	H. D.	

One Hundred Spelling Demons of the English Language

(As identified by W. Franklin Jones)

which	can't	guess	they
their	loose	says	half
there	lose	having	break
separate	Wednesday	just	buy
don't	country	doctor	again
meant	February	whether	very
business	know	believe	none
many	could	knew	week
friend	seems	laid	often
some	Tuesday	tear	whole
been	wear	choose	won't
since	answer	tired	cough
used	two	grammar	piece
always	too	minute	raise
where	ready	any	ache
women	forty	much	read
done	hour	beginning	said
hear	trouble	blue	hoarse
here	among	though	shoes
write	busy	coming	tonight
writing	built	early	wrote
heard	color	instead	enough
does	making	easy	truly
once	dear	through	sugar
would	sure	every	straight

INDEX

- Abbreviations, Common, 405; Dictionary Exercises in the Use of Common, 410.
Accents, 412.
Acknowledgments, ix.
Appendix, 407.
Associations, Forming Helpful, 11, 19; How to Form Auditory, 11; How to Form Hand-Motor, 12; How to Form Speech-Motor, 12; How to Form Visual, 12.
"Audiles", 9.
Ayles, Leonard P., 5, 406, 407.
Ayles' Measuring Scale for Ability in Spelling, opposite 406.

Basal Spelling Vocabulary, 6.
Bibliography, Selective, 407.
Boldface Type, 25.

Capitalization, Dictionary Exercises in, 410.
Checking Errors, 19, 27, 60, 205.
Consonants, Key to Pronunciation of, 414.
Contents, xi.
Correcting Habits of Faulty Spelling, 13.
Correction, Spelling Errors and Their, 20.
Cross References, 27.

Danger in Oral Spelling, 18.
Dedication, iii.
Development of a Spelling Conscience, 24.
Dictation Exercises, 26.
Dictionary, Exercises in the Use of, 27, 408
Difficult Words and Troublesome Parts, 18.
Diphthongs, Key to Pronunciation of, 413.

Elimination of Guessing, Prevention of Errors through, 16.
Error Cards, Sample, 415.
Errors, Checking, 19, 27, 60, 205.
Errors, Spelling, and Their Correction, 20.
Exercises, Dictation, 26; in Use of Dictionary, 27, 408.

Faulty Spelling, Correcting Habits of, 13.
Finding Words in Dictionary, Speed Tests in, 409.
Foreword, v.
"Futility of Some of the Spelling Grind", 4.

Gradation of Words, v.
Guessing, Prevention of Errors Through Elimination of, 16.

Habits, Establishing through Practice, 13; Correcting, of Faulty Spelling, 13;
Formation through Spelling Method, 14.
"Hand-Motiles", 10.
Helps to Teachers, Specific, 23.
Homonyms, 16; Finding Correct Use of Certain, 411.
How We Learn to Spell, 8.

Illustrations, vi.
Impressions, Gaining Clear, 11; Definite and Correct, 15.
Individual Lesson Helps, 29-405.
Instruction, Principles of Spelling, 15.
Interest in Spelling and Vocabulary Development, 21.
Introduction to Years: First, 31; Second, 55; Third, 103; Fourth, 153;
Fifth, 203; Sixth, 251; Seventh, 299; Eighth, 351.

Jones, W. Franklin, 5, 407.

Kallom, Arthur W., 407.
Knowledge of Words, How We Get Our, 7.
Koehler, Robert Philip, 407.

Learners, Types of, 9.
Learning to Spell a Word, Steps in, 11.
Lesson Numbers, 25.
Lesson Plans, Partial: A, 34; B, 59; Suggested: A, 32; B, 56; C, 104; D, 154;
E, 204; F, 252; G, 300; H, 352.
Lessons, Preparation and Conduct of, 25, 29-405.
Letter to Teacher Who Uses This Book, xii.

Manual for Teachers, vii.
Meanings of Words, Varied, 411.
Measurement of Results in Spelling, 406.
Measuring Scale for Ability in Spelling, 406.
Method, of Study, A, vi; of Study for Pupils, 23; Psychological Basis of
Spelling, 7.

New Words, 25.

Oral Spelling, Danger in, 18; Contests, 22.

Pedagogical Precepts, 27.
Phonic Families, Partial Lesson Plan, A, 34; B, 59.
Pictures, Value of, 22.
Plans, Partial Lesson: A, 34; B, 59; Suggested Lesson: A, 32; B, 56; C, 104;
D, 154; E, 204; F, 252; G, 300; H, 352.
Precepts, Pedagogical, 27.
Prefixes, 411.
Preparation and Conduct of Lessons, 29-405.
Prevention of Errors through Elimination of Guessing, 16.
Principles of Spelling Instruction, 15.
Problems in Spelling, Two, 1.
Pronunciation, Correct, as an Aid in Spelling, 17, 409.
Pronunciation Key, 412.
Psychological Basis of Spelling Method, 7.

Results in Spelling, Measurement of, 406.
Review Lists, 54, 100, 149, 200, 249, 295, 348, 403.
Review of Words, v.
Review, Supervision of Study and, 23.
Review Words, 26.
Reviewing Words, 19.
Rewriting of Words, Perfunctory, 21.

Sample Error Cards, 415.
Selection of Words, v.
Selective Bibliography, 407.
Sensory Avenues, Utilizing All Possible, 17.
"Speech-Motiles", 9.
Spell, How We Learn to, 8.
Spelling and Meaning of Words, 16.
Spelling and Pronunciation of Words, 17.
Spelling and Vocabulary Development, 21.
Spelling Conscience, Development of a, 24.
Spelling Contests, Oral, 22; Dangers in Oral, 18.
"Spelling Demons", Jones', 420.
Spelling Errors and Their Correction, 20.
Spelling Grind, The Futility of Some of the, 4.
Spelling, Measurement of Results in, 406.
Spelling Method, Psychological Basis of, 7.
Spelling Necessary Only in Writing, 4.
Spelling Needs, Special and Individual, 6.
Spelling Pocket, Use of, 24.
Spelling, Principles of Instruction, 15.
Spelling Rules, 22.
Spelling, Two Problems in, 1.
Spelling Vocabulary, A Basal, 6.
Study, A Method of, for Pupils, vi, 23; and Review, Supervision of, 23.
Suhrie, Ambrose L., 407.
Supervision of Study and Review, 23.
Syllabication, Dictionary Exercises in, 409; in Spelling, 17.

Teaching, Necessity for Real, 15.
Testing Spelling, 19, 27, 60, 205.
Tests, Indirect, for Discovering Individual Method of Learning and Illustrating Importance of Cumulative and Varied Sensory Impressions, 10.
Tidyman, Willard R., 407.
Two Problems in Spelling, 1.
Type, Boldface, 25.
Types of Learners, 9.
Typography, vi.

Use of Capital Letters in Writing, Exercises in, 410.
Use of Dictionary, Exercises in, 27, 408.
Use of Spelling Pocket, 24.

Value of Pictures, 22.
"Visualizers", 9.
Vocabularies, The Four, 2; Graphic Illustration of the Overlapping Character of, 3.

Vocabulary, A Basal Spelling, 6.

Vocabulary Development, Interest in Spelling and, 21.

Vowels, Key to Pronunciation of, 412.

Words Commonly Used in Writing, 5.

Words, Exercises in Finding, 408; Gradation of, v; How to Alphabetize a List of, 408; New, 25; Perfunctory Rewriting of, 21; Pronunciation and Spelling of, 17; Proper Division of, at End of a Line in Writing, 409; Review, 26; Review of, v; Reviewing, 19; Selection of, v; Speed Tests in Finding, 409; Spelling and Meaning of, 16; What Shall We Teach, 2.





For
“Spelling Demons”

**WORDS WHICH YOUR CLASS NEEDS
TO REVIEW**

1. Keep in this pocket a list of any common words which you find to be misspelled persistently by many pupils in your class.

2. Review these words frequently with pupils—particularly with those pupils who have misspelled them.

3. Keep the list revised by striking from it any word as soon as you are sure every member of the class has mastered it.

See §43, Chapter IV.

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